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ABSTRACT

This report describes the National Extension Leadership Development (NELD) Program. Section I offers interns' reflections on the meaning of NELD in Wisconsin. Section II is a history of NELD. Section III presents minutes of meetings of the National Advisory Committee. Sections IV-X provide overviews of the various programs offered through NELD in Wisconsin. Section IV focuses on directors'/administrators' workshops that covered two themes: development of a personal philosophy of leadership and organizational development and renewal. Section V reports on the National Presidents' Invitational Forum on Outreach, intended to create a dialogue about the public service challenge for higher education among university presidents. Sections VI-VIII describe the Next Age Leadership Satellite Conference; encouragement of regional programming; and selection, role, and orientation of NELD advisors. Section IX discuss four intern seminars on developing a personal philosophy of leadership, organizational development and renewal, experiencing diversity, and developing a global perspective. Section X describes interns' independent learning activities. Section XI addresses evaluation approaches, including intern reflections, standardized personal leadership assessment instruments, and site visits. Section XII offers interns' reflections and concluding comments. Appendixes list the interns and their activities; curriculum consultants; advisory committee members; advisors; and seminars, workshops, and meetings and include intern application materials. (Contains 166 references.) (YLB)

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NELDstory:

The First Three Years of the National Extension Leadership Development Program

Judith G. Adrian & Friends

September, 1993

Sponsored by:

W.K. Kellogg Foundation
University of Wisconsin-Extension
Cooperative Extension System

PREFACE

> *The essential new quality implied by the quantum theory is...that a system cannot be analyzed into parts. This leads to the radically new notion of unbroken wholeness of the entire universe. You cannot take it apart. For if you do, what you end up with is not contained within the original whole. It is created by the act of analysis. --Theoretical physicist David Bohm, (1980), Wholeness and the implicate order, Routledge & Kegan Paul, p. 1-2.*

I have attempted in the NELDstory to write about the National Extension Leadership Development (NELD) Program as a whole, to depict the what, how, when, where, and who as integral and interdependent: a woven fabric. The story is written as a spiral that moves from the core to different levels of complexity. To increase the usefulness of the writing, I have provided a map--a blend of table of contents and index--following the preface.

The essence of NELD was content and process in context. The content was next age leadership. The process was experiential, transformative education. The specific context was the Cooperative Extension System imbedded in the land grant universities nationally. And, more broadly, the NELD context included the events and the mind of the age in which we live.

To describe NELD in only academic words loses some of the spirit of the program, so I have interspersed reflective stories, anecdotes, poems, other writings and photographs throughout. Most of these have been contributed by the seventy interns taking the transformative journey called NELD. One of the interesting facets of the NELD journey, however, is that it has captured the attention of many other thoughtful people. Their stories are also included. -Judy Adrian, September 20, 1993

A Welcome sign.

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NELDstory

Section I

WHAT WAS THE ESSENCE OF NELD-IN-WISCONSIN?

The essence of NELD-in-Wisconsin lives in the people who touched and were touched by the project. It seems fitting that this record begin with NELD reflections.

Intern Reflections: The Meaning of NELD...

NELD makes a space for me in my life--a bubble I can go into--a place of safety and solitude. It gives me a time to think and reflect. -Diane Flynn, NELD intern

Juan Moreno, NELD intern (one of the 15% of interns from outside Extension), delivered a speech to ECOP[1] in August of 1992. In it he described what NELD had meant to him.

> *On a day like yesterday, August 3rd, 1492, exactly 500 years ago, Christopher Columbus departed from Port of Palos, Spain on a journey that would eventually lead him to a place called the 'new world'.*
>
> *Among the many consequences of the historical encounter between Europe and the 'new world' is the arrival on this continent of the Sugar Cane plant. The bittersweet history of Colonialism can be readily chronicled through this single quintessential commodity -- SUGAR -- on this the quincentennial year of the arrival of Columbus to the 'new world'.*
>
> *In the State of Minnesota, the destiny of the Chicano/Latino population -- the sons and daughters of this marriage of cultures whose very birth was forged in the conflict and dysfunction of Europe and America -- continue in large measure, after 500 years, to be intimately tied to SUGAR. Over the past 100 years, hundreds of thousands of migrant seasonal farmworkers have come to Minnesota to work in the sugarbeet fields. As a consequence, the vast majority of Hispanics residing permanently here, can trace their roots back to the migrant seasonal farmworker experience.*
>
> *I paid my dues in this regard back in the late 1960's when, as an adolescent, I earned my living during the summer months by hoeing and thinning sugarbeets in the Red River Valley of northern Minnesota.*

---

[1] The many acronyms used in this story are outlined in Appendix C.

Even though during those years I heard about Extension programs such as 4-H, I never personally participated in them. Extension and I had our first 'encounter' only about two years ago when I was asked to do some consulting work with them in rural Minnesota. It was a result of these encounters that I was nominated to participate in the NELD Program.

To put it simply, NELD is the best thing that has ever happened to me in my professional life.

Through NELD I have: Learned a great deal about the National Extension Service and discovered the reasons why the concept is being emulated by countries around the world.

Through NELD I have: Had the opportunity to meet and get to know a fine group of professionals in the field of Extension who, in my opinion, represent an ethic of service which is unparalleled in American society.

Through NELD I have: Reflected, with the assistance of some very able tutors and mentors in the NELD program, on my personal philosophy of leadership and in the process, I have slowly died to old and tired ideas, concepts, traditions and frames of reference which kept me, for many years, imprisoned between dotted lines of my own making.

Through NELD I have: Focused on an Independent Learning Plan which encompasses an aspect of human nature which has fascinated me all of my life -- namely human oppression. To be able to reflect and write about how these dynamics have affected my own life in this society has been very revealing to me as well as a source of much personal growth. This process has also permitted me to assess how I may be not only a victim but also a contributor to the maintenance of systems that perpetuate human oppression and prevent me from embracing all of humanity.

To be able to learn for the joy of it, on my own, without having to follow a curriculum that is irrelevant to my experiences as a human being; To regain the joy of learning for liberation -- a feeling that I lost somewhere along the more formal educational path -- has been NELD's greatest gift to me.

As I told you earlier, Extension and I missed each other during my growing-up years. I am glad that my experiences with this elusive concept of leadership have come to me, in my adult years, from an Extension organization that is genuinely trying to become much more inclusive. The true greatness of Extension lies, in my opinion, in those moments when it has given concrete form to ideals for building and reinventing a truly 'new world', when it has been a source of hope and liberation for the less fortunate and the excluded and

marginalized segments of our society, when it has promoted a spirit of renewal and given impetus to the progress of humanity.

The true friends of the National Extension Service will always want to see it at the forefront of historic transformations, and not as a defender of an 'old world' in decline -- the clientele has changed, the need has not.

Intern Discussion on Meaning of NELD

A group of NELD interns spent a half hour on May 8, 1993, on the lee side of New Mexico's White Mountains, brainstorming what NELD meant to them. My interpretation of what they said is:

Context NELD heightens awareness that we live in a time of change--when the nature of change itself is changing. Many solutions used in the past will no longer work. This time of change is the backdrop for next age leadership.

Individual NELD is about developing an individual philosophy of leadership. Personal reflection is the first undertaking; a way for leaders to set their feet down. It is an opening, an exposure to ideas, a self-analysis.

Community And, NELD is about community--our families, our groups, our organizations, our cultures, our globe. As individuals hold beliefs and values, communities too revolve around shared beliefs and values. These are the core of what we assume is real. Examining shared beliefs and values is foundational to purposeful, ethical action.

Integration Next age leadership is integration--of work and family, of mind-body-spirit, of the individual and the collective, of being and doing, of ways of knowing, of diverse groups of people, and of the sciences, the arts, and the humanities.

Process The core elements of learning in NELD are the emphases on reflection and action as a spiraling process of transformation. The process in NELD asks us to place ourselves in chaos, to take risks, to break the mold, to consciously and continuously work to expand our minds and our emotions and our spiritualism.

Capacities Next age learners are challenged to think and act in creative ways. The creativity emerges through writing and discussing and listening and reading--through connecting with new ideas and with the experiences of diverse groups of people. In NELD, self directed learning is one capacity next age leaders need on the journey to discover personal and collective beliefs and values. Overdependence on logical thinking is challenged. Passion is central to learning in NELD. Spirit is essential to knowing in NELD.

Next Age Leadership By nature, leadership development in NELD is fluid. The minute we think we understand next age leadership--is the minute we don't.

Intern Reflection: Diversity in NELD

Another intern reflected on the meaning of NELD in her life as she wrote about one of the intern-led gatherings:

Learning about diversity on the Missouri River by Sue Buck, NELD intern.

"In August of 1992, several members of the NELD intern classes I and II traveled to Fort Berthold Indian Reservation in North Dakota to meet with local residents and to attend the annual Little Shell Pow Wow. The second half of the experience involved canoeing the 85 miles of the Missouri River from Garrison Dam, south of Fort Berthold, to Bismarck. [The river trip was a trial run--a wet run, so to speak--for the diversity seminar offered to NELD intern class III the following year.]

The canoe trip was a valuable learning experience for me. Not only did I learn about my own strengths and was able to push my own mental limitations, I learned a great deal in working with others in a survival situation. The cohesiveness of the group and the team spirit of canoeists showed the differences in our diversity--gender, age, and culture--were minimal when working together.

End of trial canoe trip - arrival in Bismarck!

The most memorable night of the trip was the last evening that was spent on a sand bar in the middle of the Missouri River. After dinner, a large bonfire was lit and we all sat around it watching the flames, the flickering shadows, and a full rising moon. Gerard Baker, brother of NELD intern Paige Baker, Mandan/Hidatsa tribal member, and Forest Service historian, provided insight into the Native American culture by telling Mandan folklore of the origins of the Earth, the Moon, and other tales of Mother Nature. Although he had shared his culture with us all week, this last night was the most meaningful as we knew it was the end of our experience. I will always remember Gerard standing with the full moon rising over his right shoulder, the wind blowing his long, loose hair under his felt hat, and the way the fire shadows played across his face as he shared the heritage of his people that had evolved over hundreds of years.

We began a discussion of the meaning and importance of cultural diversity. As a white person, I wanted to understand what diversity meant to a Native American person. And because we had shared so much that week, I felt I could ask more pressing questions. I asked both Gerard and Paige what a minority culture wanted the most, what minorities are truly striving for in their efforts to be heard. There was a long pause with only the presence of a crackling fire and a warm breeze disturbing the night. Paige then very quietly said, 'Respect. We are looking for respect as human beings.' Such a simple statement with such deep meaning.

That evening and that trip will forever travel with me in my own passage through life."

Intern Reflection: Somalia
Abdulcadir Sido contributed, A Dog Named Somalia.

During the diversity part of the NELD class III program, Peter Bloome and I were assigned to a Native American family on the Fort Berthold Indian Reservation. The family consisted of a couple and a dog. The dog was a mixture of poodle and something else. The family was very hospitable and generous. One day, the husband took Peter and me to a museum where we met some of the other interns. Larry, one of the interns, came toward me and started laughing and mumbled something about Somalia. I laughed with Larry not knowing what he was talking about. However, I noticed that the couple's husband was very uncomfortable. As soon as we arrived home, he whispered to his wife, "You better tell him." The wife, who always seemed in control, looked at me with her big brown eyes and said that she was in the habit of giving her dogs names of current major events that were taking place. For example her first dog was named "Contra" after the contra rebels. He was killed.

Her second dog was called "Gorbachev" after the Russian Premier. He ran away. Then, in December one of her relatives gave her a dog. At that time all news talked about Somalia. So, she named the dog "Somalia", not knowing that she will host a Somali intern six months later. When she discovered that I was coming to her house she decided to get rid of the dog. She consulted with relatives and friends. They told her not to worry about it but to make sure not to call the dog by her name. It almost worked. I told her not to worry and that it was an honor to have a dog named after my country. I don't know what this story means. If there is a message, what is the message? I guess the world works in mysterious ways!

Section II

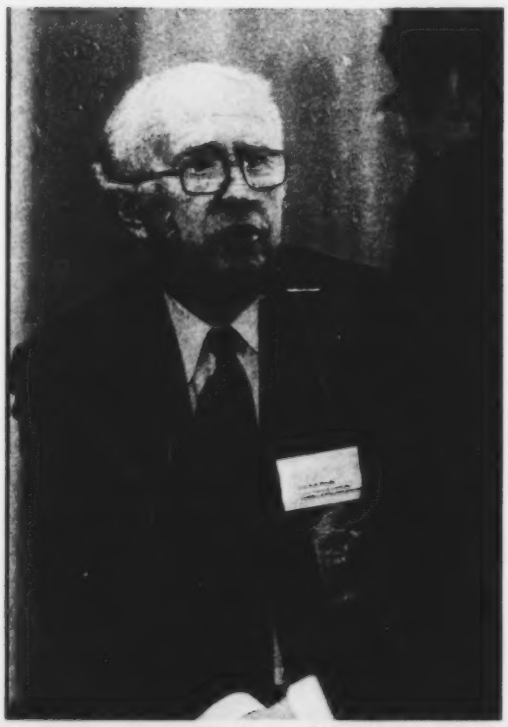
HISTORY OF NELD-IN-WISCONSIN

Executive leadership development was the highest priority for the Cooperative Extension System in 1990 as outlined by ECOP. The proposal for NELD, part of this emphasis on leadership, was written by Pat Borich, Director, Minnesota Extension Service, University of Minnesota, and Pat Boyle, Chancellor, University of Wisconsin-Extension, working with ECOP.

Proposal to the W.K. Kellogg Foundation

During the ten years prior to the NELD proposal receiving funding, Pat Boyle, Pat Borich and Ed Boone, Adult and Community College Education, North Carolina State University, had worked on a variety of proposals--some credit programs, some non-credit.

The proposal that was accepted was for a non-credit internship program. It was negotiated with the W.K. Kellogg Foundation through ECOP. Some perceived needs the drafters saw were:



Pat Boyle, now Emeritus Chancellor, of the University of Wisconsin Extension, at the NELD Presidents' Forum in La Jolla, California.

- Fundamental changes in Extension--reflecting changes in society were forcing leaders to think about the future differently.
- The outreach function needed renewed acceptance in public universities--organizational change was a principal need.
- Directors generally had short tenures--averaging 5 years.
- A growing need for people prepared to take over these leadership roles.
- New leaders in the system did not always have the necessary background for new styles/skills of leadership,
- There was a need to begin broadening leaders in preparation for the new positions.

From the accepted W.K. Kellogg Foundation grant proposal, the primary purposes of the NELD program were:

- To enhance the current and future leadership capabilities of the Cooperative Extension System on all levels: federal, state and county.
- To provide Extension leaders and administrators at the federal, state, and county levels with the vision, courage, and tools to deal with the rapidly changing social, political, economic and environmental climate for Extension programming.
- To help current and future Extension leaders examine Cooperative Extension's organizational, discipline, and programming structures so that future programs, resources, and delivery methods are designed for flexible adaptation to meet new and emerging needs.
- To inspire greater support, collaboration, and priority for the extension function among top administrative leaders of the total land grant university system.

Three Legs of NELD-in-Wisconsin

As NELD was configured, there were three legs. The intern program was the flagship--forming connections with the other facets and being the most visible. The seventy interns, potential future land grant leaders, have participated in up to two years of personal and professional development through many self-directed learning activities and the series of four leadership seminars. The seminars were based in a model of transformative learning and used experiential approaches to education.

Next age leadership development, as framed for the interns, centered on four themes: developing a personal philosophy of leadership, organizational development and renewal, experiencing diversity, and developing a global perspective. The themes translated into seminars in the NELD intern program and the seminars translate into changes in personal and professional lives.

NELD, in the first three years, also offered a series of workshops for directors and administrators in Extension. In these week-long programs, top level leaders examined personal and institutional leadership in areas of conflict. As was true for the intern program, one goal was building a network of trusted colleagues available to support and challenge each other in real life conflictual situations.

On September 24, 1992, the NELD Satellite Conference was held. We estimated 3000 people learned more about next age leadership and the NELD program through this free conference. The NELD network of interns, advisors, national advisory committee members, and NELD staff organized the spider web of connections that advertised and registered people nationwide for this two hour conference.

Also part of the third leg of national programs, including the Satellite Conference, was the Presidents' Invitational Forum. The Forum goal was to encourage reconsidering the role of outreach in public universities. NELD seminars and workshops echoed many of the concerns raised in this conference; concerns like providing support for people working toward making changes, making education more relevant to the societal issues we all face, building bridges among diverse groups, and creating new kinds of partnerships.

NELD-in-Wisconsin: Why and How

NELD began its tenure at the University of Wisconsin-Extension in 1990 with an accepted proposal and a part-time staff of two faculty members: Jerold Apps as National Coordinator and Boyd Rossing as NELD Evaluator. Tim Neuman and I (Judy Adrian), both graduate students in adult education at that time, joined the project within the first weeks. We were assigned a group office space in which to create the three year pilot program on leadership development.

NELD Staff in the Madison airport - on a journey.

Jerry Apps and Pat Boyle made several pivotal leadership decisions when the proposal was funded by the W.K. Kellogg Foundation. These decisions set a tone for NELD-in-Wisconsin, creating a structure giving NELD great flexibility within a hierarchial leadership system. We were at the same time an island and a peninsula. While housed at the University of Wisconsin, NELD was set up for success. The staff was given open access to the strengths of a vigorous Extension system--including people experienced in desk top publishing, secretarial skills, budgeting, and writing. These people, who knew the system, formed a connection to the larger organization. At the same time, NELD staff were protected from involvement in local Extension committees and shielded from the operations of the larger organization. NELD was freed to focus attention in the national arena.

Gretchen Bradt, a woman with extensive experience and contacts in the Extension organization, was named to assist us. We needed places to sit, phones and desks to hold our sharpened pencils and blank legal pads. Gretchen understood that glitz was not desired and helped us furnish the entire office for about $400 through University Surplus. One of these early purchases was a flip chart and a new tablet of newsprint.

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This flip chart stood for three years in the corner of our crowded, but friendly, office as a metaphor for shared leadership. In the first days the four staff (totalling 2 1/2 full-time-equivalencies) sat in a circle around our flip chart planning the structure of the first three years of NELD leadership development. The message conveyed by this approach was that the decision-making and leadership in NELD would be shared. The next age leadership theory being lived was that power shared is power gained. The implementation of the framework developed in those early days on the new flip chart will be the subject of much of this book.

Another leadership decision made early in the process was to name Extension Budget Director, Craig Harris, to assist with all the budget and financial questions. Artfully, he organized a budget structure and assisted with the financial questions arising for this non-conventional project set in a traditional system. Meeting the spirit of the procurement and budget guidelines was challenging at times for all parties involved, but strategies were developed meeting our criteria that program drives budget, and their's that programs need to be accountable to taxpayers. We settled with "both/and" rather than "either/or," an example of how NELD modeled next age leadership as well as advocating new ways of leading.

BEGINNING ACTION...
NELD CURRICULUM CONSULTANTS

> Sometimes leaders need to act in uncertainty, then reflect. Action becomes awareness building. We reach out, reflect, then reach farther.
> --NELD staff meeting

January 8, 9, and 10, 1991, were the dates for the NELD curriculum consultant's meeting in the Friedrick Center in Madison. This group was made up of public and private sector educators with extensive experience in leadership development. Their names and affiliations are listed in Appendix D. They came to discuss the outline we had made on the flip chart and to give us their visions for leadership of the future. We also gathered names of resource people from them and ideas on books and other materials.

Before arriving in Madison, the consultants received outlines of proposed curricular themes for the intern program and ideas on possible approaches for implementing the curriculum including a week-long orientation, the use of advisors, on-site experiences for the cross-cultural and international seminars, and Leadership Innovation Projects. The leadership themes identified prior to the meeting were:

Administrative leadership
- *organizational change and renewal*
- *human resources*
- *management skills (budgeting, reporting, etc.)*
- *vision building/futuring*

communications skills
international perspectives
Cultural diversity
minority, ethnic values
International perspectives
Political understanding
Local, state, national, and international perspectives
Developing a philosophy
As an administrative leader
As an educational leader
Developing a personal philosophy

Advisory Committee Member Reflection: On Curriculum

Don Trotter, Director of Executive Education AT&T, was one of the curriculum consultants. In July, 1993, he and I reminisced about the curriculum consultant's meetings held two and a half years prior, discussing the similarities and differences between NELD, as it evolved, and the AT&T leadership programs. The design of NELD overlaps with AT&T's in-house executive education program in some important ways, Don said. AT&T's program draws from Noel Tishy's model of executive education, created while Tishy was a consultant to General Electric. The three programs were similar in emphasizing a blend of cognitive and experiential learning.

There has been overlap in the emphasis on taking learning experiences back to the institution--leadership education must be relevant. In Don's words, "Executive education is an intervention designed to develop and grow individuals so they will come back and grow the organization." The NELD Innovative Leadership Projects, part of each intern's program, offered vehicles for implementing NELD experiences in an actual organizational arena.

The benefits of networking were another area of overlap. The networks built in AT&T cross the boundaries of the different business units and divisions within the company--a diversity by job description. This was also true in NELD, with diversity of race, gender, geography, and employment in and out of Extension serving as other areas of diversity.

To Don, NELD has been unique in two central ways. The experiential nature of the diversity programs, captured in the phrase "living diversity" was one uniqueness. And, the evaluation component was another. AT&T is working to expand program evaluation, Don stated, moving beyond "happiness indicators." The NELD evaluation included daily reflections during seminars and workshops, periodic interim reflections following programs and some site visits to intern's home institutions. In the site visits, Boyd Rossing and Tim Neuman talked with the intern, a range of their co-workers, and even family members. The discussions included questions on individual and institutional changes possibly related to the NELD experiences. The diversity

program and NELD evaluation are described in more detail later.

Some other components of leadership development in NELD that we discussed were the emphasis on less separation between family and work lives; the focus on developing whole persons who, as leaders, may integrate mind, body and spirit; the grounding in contexts of the workplace, societal issues, and global issues; a philosophical foundation in the arts and sciences; and an emphasis on building capacities to meet unanticipated situations in novel ways.

Curriculum Consultant Roles

During the curriculum consultant meeting, Jerry Apps first provided an overview of the NELD project, both the grant stipulations and the proposed internship curriculum. Each consultant was then asked to provide a fifteen minute presentation on visions for this leadership development program and to give their reactions to the proposed curriculum. This approach kept attention focused on the proposal while at the same time encouraging new thinking.

Pat Borich was asked to speak on, "What the Cooperative Extension Administrator's Role Will Look Like in the 1990's and Beyond." This presentation challenged NELD staff and the NELD consultants to think normatively. In addition to focusing on Extension leadership needs for the short term, questions about leadership for an unpredictable and unknown future were raised.

Suggestions on Intern Seminars

Suggestions were offered in reference to the intern program. The curriculum consultants asked how the Extension directors and administrators would be involved in the internship experience on a regular basis as a way to support the interns at their respective institutions. A newsletter was suggested, as were regular reports to ECOP. Another idea was to offer half day simulations of the intern programs at various regional and national meetings in addition to the three day Directors'/ Administrators' Workshops that appeared in the project proposal.

Other suggestions included inviting top executives for fire-side chats, adding outward bound activities, bringing in the faculty who "have written the books". Based on consultant suggestions, a health and fitness awareness component, focused on wellness, stress management, nutritional fitness was added to the program. A section on fund-raising--when we thought interns would need to raise funds for the international experience--was organized for the first class of interns only. Another content idea was an emphasis on the history of the landgrant institutions--the 1890s and the 1862s. These pieces were structured into the first week-long intern orientation session.

There was agreement that the second intern seminar for each class should focus externally on the institution or the group. Components added here included institution

building, organizational change/analysis and human resources. The themes of political understanding and administrative leadership were blended into this seminar.

For the third intern seminar on diversity, the group was challenged to think of diversity in the broadest possible sense. P.W. Brown, Associate Dean for Extension at Tuskegee University, talked about a "Tour of Tuskegee" program his institution had offered where participants visited farmers in the area. This discussion set the stage for the diversity seminar cooperatively hosted by Tuskegee University and NELD for interns in classes I and II.

Discussion around the international seminar focused on how to fund the experience, since we were not sure the NELD funds would stretch to cover the costs. At this point in the program, it was assumed most of the $13,500 distributed to each intern's institution or company would go to cover salary buy-outs. As it turned out, that did not happen and the interns were able to use all their NELD funds for the staff sponsored seminars and others educational activities, including some intern-led workshops. The curriculum consultants suggested the international seminars focus in Asia, Africa or South America because of the impending threats of war in the Gulf.

NELD in Context- Gulf War

The NELDstory cannot be told in isolation. In the same way leadership is defined by context, the NELDstory is inseparable from the events of the times and the minds of the age that surrounded it.

In keeping with modeling next age leadership in NELD, I kept journals through the first three years. In an early entry, I wrote:

The direction, financial support for, and outcomes of this project may be dramatically influenced by a U.S./United Nations declaration of war on Iraq....

War began January 17, 1991. Repercussions are being felt throughout NELD with the uncertainty about the future: what are the implications of war for Extension administrators already sagging under budget cuts and calls for heightened relevance? Will people participate in leadership development during such an unsettled time? Will Extension systems allocate funds and allow out-of-state travel? Will it be safe to continue with plans for a European seminar?

Section III

NELD NATIONAL ADVISORY COMMITTEE

The NELD National Advisory Committee was named through ECOP. Specific numbers of committee members (listed in Appendix E) were named to represent five categories:

Private Sector Representatives (3)
Land-Grant University Vice Presidents for Academic Affairs (2)
Cooperative Extension Directors/1890 Administrators (2)
ECOP Personnel and Organizational Development Committee (2)
Regional Coordinators (5)

First NELD National Advisory Committee Meeting

At the first meeting in Madison, Jerry Apps reported on the results of the ad hoc curriculum committee meeting held in January 1991. The committee members agreed with the fundamental directions advocated for leadership development while at the same time questioning: How NELD would help Extension?

The answers given were:

--The W.K. Kellogg Foundation involvement provided a 1-3 match with the states to fund NELD;
--States faced a leadership vacuum and a critical need for a program such as NELD; action was needed;
--Some states saw this as professional development for their key people as the institution faced retirements at the top levels
--New skills, new experiences, and new knowledge needed for leadership in the future; hopefully NELD could provide this;
--Rural Leadership Programs have demonstrated the multiplier effects that leadership programs can have in a community, or more broadly across an institution;
--The interns could assist with the regional programs, bringing ideas and experiences gained through NELD to the regional level;
--NELD promised quality programs and dedicated staff along with broad support from ECOP.

Responsibilities

The committee had four specific responsibilities. They were to assist in developing policy and direction for the entire NELD program; select participants for the intern program from among those nominated by the states; review and approve the intern advisors; and assist in planning for national and regional conferences and workshops.

The NELD National Advisory Committee met five times over the course of three years. The meetings were in Madison (March 12-13, 1991), Olive Branch, MS (October 23-27, 1991); Tuskegee, AL (May 2-3, 1992); Madison (December 9-11, 1992); and New Orleans, LA (November 5-6, 1993).

Sub-Committee Structure

The NELD proposal called for leadership development programs at three levels within the Extension system. It was evident that NELD staff needed volunteer assistance with each of the focus areas: on middle managers, on directors/administrators, and on top leaders within the land grant system. As one of the first agenda items, the committee members were asked to select the sub-committees they wanted to serve on. This was an especially effective strategy. For the rest of the meeting time, they were thinking about how the specifics of what was being described would impact on their sub-committee roles. It gave meaning and immediacy to what they were hearing. The committees were:

Allyn Smith, Director, Ag/Natural Resources Southern Region Programs, University of California, Riverside; National Advisory Committee member

-Intern selection, chaired by Jerome Reel, developed a recruitment and selection process that was used and expanded throughout the three years.

-Directors'/Administrators' Workshops, co-chaired by Barbara Warren and Gail Skinner-West, assisted with recruitment and evaluation of the three workshops and one follow-up session that were held over the course of three years.

-Presidents' Invitational Forum, chaired by Wayne Schutjer, spun out other sub-committees (list in Appendix G) to formulate, then administrate the Forum held for approximately 300 top administrators from 40 land grant and other public universities.

-Regional programs sub-committee had a different structure. When ECOP named people to serve on the NELD National Advisory Committee, they named one representative from each region. These people worked toward beginning leadership programs for emerging leaders in their regions that were philosophically consistent with NELD and that would serve as feeder programs to NELD in the future.

-NELD Long Range Planning Committee, chaired by Charles Elk was formed in mid-1991 to develop a series of recommendations concerning the future of NELD beyond the W.K. Kellogg Foundation funding period, which ended November 30, 1993.

Intern Selection Process

The intern selection sub-committee, chaired by Jerome Reel, set up dates to cut the field of 33 applicants by half. Beyond having excellent organizational skills, Jerry Reel was in an good position to chair this committee being part of the land grant system in his job as Vice President for Academic Affairs, yet outside of Extension.

Application materials for NELD class I had been developed and distributed prior to the first National Advisory Committee meeting. The Intern Application materials are in Appendix F. As part of the application process, nomination criteria were sent out to all Extension directors and administrators. The criteria for nominating individuals to participate in the NELD intern program were:

Personal

- *Diversity according to race/ethnic background, gender, geographical location, and diversity of experience.*
- *Personal characteristics that are important in providing leadership in Cooperative Extension as evidenced through nomination and personal references.*
- *Leaders relatively new to their leadership positions or those who show potential for leadership positions.*
- *A certain percent of the interns will be selected from people currently working outside Cooperative Extension.*

Professional

- *Demonstrated leadership potential as indicated by professional, civic, community, school, governmental, administrative and/or management experience.*
- *Abilities and desire to contribute to and benefit from the required activities of the program.*
- *Abilities to communicate effectively, to motivate others, to embrace individual differences and to work with and learn from others.*
- *Openness to differing ideas, approaches and conclusions.*
- *Full commitment to participation in all required activities of the program and support of the employing institution or business, including follow-up activities.*

While in Madison for the first National Advisory Committee meeting, the sub-committee on intern selection read through the 33 applicant files for the first class of interns. They got a general idea of the candidates, although the final application deadline fell three days later.

After the deadline, copies of the complete application materials were mailed to each of the five intern selection sub-committee members. They read the completed applications, met via conference call, and narrowed the list to 14. It had been decided in Madison that interviews were needed with each of the final applicants, so 14

conference calls were arranged. Teams of committee members conducted each interview. They had agreed on a series of questions, also while in Madison. These served as starting points for the interviews, however, questions ranged beyond those starters depending on the direction the interview was taking. Following each day's interviews, a page of notes from the conversations with each applicant was typed and sent to each of the five committee members. By the end of the week, the committee had notes from all the interviews, although none of them had listened to the whole battery.

NELD journal entry on intern selection

In a mid-April, 1991, journal entry, I wrote:

Among the finalists--14 were selected--there are two African Americans and one person who is employed outside Extension. If these three are in the final group, we will have a start at diversity which is a prime objective. There were more women than men selected as well, so the gender ratio should be fairly even. The advisory committee members were asked to nominate advisors for a pool. Several have done so. The selection of this group will be discussed at the April 22, 1991, teleconference meeting of the Intern/Advisor selection subcommittee.

The committee then met via teleconference the following Monday. Ten applicants were chosen to be the NELD interns of class I. The candidates from the interviewed group and many of those not offered interviews, received encouragement to apply for NELD class II.

The intern selection sub-committee met again via teleconference in August, 1991, to evaluate the success of the first selection process and to discuss how to begin to select interns as the class enlarged from 10 to 30 people. The decision was made to modify the oral interview process as the numbers increased, by asking applicants to tape record answers to a series of questions that pairs of committee members listened to and ranked. A copy of the questions is included in Appendix F.

Second NELD National Advisory Committee Meeting

The NELD National Advisory Committee next met October, 1991. This meeting, as requested, was set to overlap with part of the intern seminar on Organizational Development and Renewal held in Olive Branch, Mississippi. The National Advisory Committee meetings also overlapped with the first NELD advisor orientation held at the same location. Essentially, there were three programs being held simultaneously, a technique the NELD staff used repeatedly as a way to extend the networking possibilities, another strength for next age leaders. The National Advisory Committee met October 23-27, the intern seminar was held October 25-30, and the NELD advisor orientation took place on October 26 and 27. The three groups overlapped at a dinner and reception held on Saturday night.

NELD in Context - Airfare Incentives

I am interested in the ways external events impact our lives and decisions. For example, part of the thinking behind arranging a reception, dinner and speaker for all three groups on Saturday night was that it provided an incentive for everyone to spend that night in Olive Branch. During most of the three years NELD-in-Wisconsin was operating, the U.S. airline companies were offering greatly reduced airline tickets for people who stayed over a Saturday night. With 40 people at our Saturday night banquet, we were able to pay the meal, lodging and speaker costs and still save several thousand dollars of NELD funds.

Agenda for Second Meeting

One intern seminar had been offered between the first and second National Advisory Committee meetings. Evaluation responses from that seminar were provided along with the following sub-committee agenda items.

Directors'/Administrators' Workshops sub-committee

*The first workshop was scheduled to be held in Stowe, Vermont.

*The committee agreed these workshops should mirror the experiential processes used in the intern seminars, while adding a practical element through the use of case studies. The case studies focused on how to deal with controversial issues in extension.

*It was decided the audience for these workshops would be directors and assistant directors and administrators and assistant administrators.

*A token fee of $125, plus expenses, was charged to participate in these workshops. One of the goals of the NELD Project was to create some income producing activities and products, so the Directors'/Administrators' Workshops became a market test. (About 90 people attended the four programs offered over three years.)

Regional Program sub-committee

The relationships between NELD interns and the regional leadership programs were discussed and it was agreed that interns should be directly involved in planning for and in some of the teaching in the regional emerging leadership program. Although not funded through the W.K. Kellogg Foundation grant, the regional leadership programs were represented on the NELD National Advisory Committee, and in some cases, modeled after the NELD intern program.

Issues of financing the administration, program and participant costs for these programs was discussed as were public relations issues.

Future Directions sub-committee

Four topic areas were discussed: financing for the future; modifications to the program when the funding ends in 1993; what relationships should exist

among the NELD program, the former NELD interns, ESCOP, PODC, the private sector, the regional programming effort, advisors, and the National Advisory Committee; and what procedures should be recommended for selecting the next staff?

Intern Selection sub-committee
The issues covered were: how can we expand our efforts to recruit a diverse group of interns for intern classes III and IV? Are there issues surrounding selection criteria, selection procedures and the time frame for receiving intern applications that need to be further refined. It was decided to shorten the time frame for the whole intern selection process in order to notify the next class of interns as early as possible. Questions were raised about rotating the make-up of this committee. With increasing numbers of applicants, the number of people assisting with intern selection was expanded.

Third NELD National Advisory Committee Meeting
Tuskegee, Alabama, was the site of the third NELD National Advisory Committee meeting. As had been true with the meeting in Olive Branch, this session overlapped with an intern seminar. This time it was the final session of the NELD classes I and II diversity seminar.

The discussions again centered around each of the sub-committees:

Presidents' Invitational Forum sub-committee
Wayne Schutjer reported on sub-committee meetings. Decisions had been made on the logic of the Forum: the focal audience would be landgrant presidents; the Forum would not be open but would be invitational; and various perspectives on landgrant outreach potentials and opportunities would be presented. The perspectives would be: industry, urban problems, public schools and citizen. Three national problems would form the core of the conference:

* Developing a competitive labor force,
* Preventing illness and maintaining health, and
* Managing resources and environmental quality.

The questions to be addressed in future meetings were decided:
-the need for a wrap-up speaker who would compile themes that emerged throughout the conference, assess the tone, and help the audience begin to develop a shared vision for outreach in the landgrant universities;
-title for the conference;
-need for gender, racial, and organizational balance;
-discussion of ideal outcomes of the conference (written publication(s) and/or a video tape); and
-possible outcome activities to the conference.

Intern selection sub-committee

Jerome Reel announced an application deadline of August 3, 1992, for NELD intern class III. The make-up of classes I and II provided a good balance of gender, an improving balance of ethnic and racial difference, and a need to recruit interns from the far west and the northeast as part of the third class. The sub-committee anticipated large numbers of applicants for the third class since the W.K. Kellogg Foundation support would conclude with that group of interns.

Directors'/Administrators' Workshops sub-committee

Barbara Warren reported that workshops were set for June 1-5 in Stowe, Vermont, and November 2-6, 1992, in Olive Branch, Mississippi. Participants would be asked to pay a registration fee. The workshops would be led by Jerry Apps and Robert Putnam, a management consultant. Evaluation for the workshops was an issue raised for group discussion.

NELD Program Evaluation

Boyd Rossing, part of the NELD evaluation team that included Tim Neuman, led a discussion on evaluation approaches being used in the intern seminars (and suggested for the Directors'/Administrators' Workshops). One emphasis of the evaluation was to help participants better understand what they were learning.

Evaluation priorities were discussed. To date, the intern program was receiving the highest priority. Whether the evaluation for the Directors'/Administrators' Workshops and the Presidents' Forum should differ was talked over in the meeting.

Regional Programming sub-committee

The regional programs were being developed. Several followed the curricular structure used in the NELD intern program.

-Gail Skinner-West, North Central Region, reported that they had offered one workshop for emerging leaders and another was scheduled.

-Jim Johnson and Alfred Wade told of plans for regional planning in the southern region. A request for proposal had been sent out in search for a host institution.

-Jim Christenson reported on activities in the western region. Arizona had been selected as the host site for a three-year program with a target audience of new county directors. One experience each year was planned.

-Wayne Schutjer stated that the northeast region had begun talking about regional programming. A regional director program existed in New York.

Future Directions sub-committee

Charles Elk reported on his sub-committee's survey of ECOP members and all Extension Directors/Administrators. The survey and interviews suggested that the intern program should receive top priority when NELD moved to another site in 1994. The regional programming was voted second priority, followed by the Directors'/Administrators' Workshops. Further Presidents' Forums, since there was no funding to support them, were last priority.

On August 4, 1992, the NELD long range planning sub-committee presented the NELD National Advisory Committee, "Final Recommendations to ECOP". Based on these recommendations, the site selection process was begun for the next phase of the NELD program.

Following are the recommendations the sub-committee made in the areas of philosophy and curriculum, transition, and budget/ finance.

Philosophy and Curriculum Recommendations

-Continue and enhance the "Next Age" philosophy of leadership development as implemented in the present NELD program.

-Prioritize NELD components in the following order when considering resource allocation and their overall potential to benefit the System:

1) National Intern Program
2) Regional (Emerging Leader) Program
3) Directors'/Administrators' Workshops
4) Presidents' Conferences

-Refocus existing "Regional programs" into an "Emerging Leader" program more closely linked with the NELD National Office. Conceptual leadership may be provided by the NELD National Office while coordination and implementation would be directed by regional chairs.

-Conduct Directors'/Administrators' Workshops which embrace the "Next Age" philosophy of leadership development. Such workshops may be conducted on a "pay as you go" basis.

-The subcommittee questions the inclusion of the President's Conference as a core component of the NELD program on an ongoing basis due to the financial and time requirements of such a conference. The subcommittee suggests that perhaps the President's Forum, if it is to be continued, might better be placed within an organization such as NASULGC.

-Opportunities for collaboration with other leadership programs--both inside and outside the land grant university system--should be explored and developed. It was the recommendation of the subcommittee, however, that the NELD program should not be "merged" with other programs or activities so as to significantly alter the current philosophy.

Transition Recommendations

-The next "phase" of the NELD program should be commissioned for a term of five years. This would allow those involved in coordinating and administrating the program to spend a greater amount of time in "productive" activities in relation to the amount of time spent establishing and transferring program activities.

-The position of National Coordinator, NELD Program be a three-fourths (.75) time position rather than the presently allocated one-half (.50) time position.

-The position of Program Associate, NELD Program be a full time (1.0) position rather than the presently allocated three-fourths (.75) time position.

-Selection of the host site and national coordinator for the next "phase" of the NELD Program should be completed by the first quarter of 1993 in order for an orderly transition to be made by December 1993.

-To ensure--to the extent possible--the continuation of the present philosophy of the NELD Program, it was the recommendation of the subcommittee that Dr. Jerry Apps be a member of the host site selection/review team.

Budget/Finance Recommendations

-It was the recommendation of the subcommittee that available financial resources be focused primarily on the National Intern Program and the Emerging Leader Program during the next "phase" of NELD. In this way financial resources could be efficiently utilized without being "stretched too thin."

The subcommittee felt the System would be better served to fully fund a few core components rather than to partially fund a larger number.

-It was recommended that ES-USDA participate as a partner in the funding of the next "phase" of the NELD Program.

-It was recommended that external participants in the NELD Program, when appropriate, fund the "actual costs" of their participation.

-Adopt a "two-tier" funding formula which provides for the participation of all institutions in a manner as equitable as possible. Prorate the "fixed" costs of the program among all institutions (plus ES-USDA) while those institutions who directly access the program (through interns, emerging leaders, etc.) would, in addition, fund the variable costs of the program.

A variant of this formula would have one-half the total program cost prorated among all institutions (plus ES-USDA) while those directly accessing the program would, in addition, fund the remaining half.

-It was recommended that outside grants--from the Kellogg Foundation and other sources--be explored and developed.

Fourth NELD National Advisory Committee Meeting

The fourth NELD National Advisory Committee meeting was held in Madison, December 9-11, 1992. It overlapped with the final day of the first seminar for intern class III and a NELD Advisor Orientation. The three groups, over 70 people, also included four interns from classes I and II, Bernard Jones as banquet speaker, and Bryce Jordan, present to participate in the sub-committee discussions on the Presidents' Invitational Forum.

This National Advisory Committee meeting emphasized two central topics: continued planning for the Presidents' Forum and further discussion on transition issues for the next NELD site.

Presidents' Forum sub-committee

The committee met with Diane Kostecke, producer for Wisconsin Public Television; Greg Anderson, photographer; and Doug Bradley, staff writer for the University of Wisconsin-Extension, to coordinate publicity for the Presidents' Forum. It was decided that Allyn Smith would work directly with Pat Calvert from Extension Service-U.S. Department of Agriculture (ES-USDA) on pre-conference publicity, press releases, and press packets. Allyn also took charge of audio visual coordination for the Forum. Jim Christenson and Doug Bradley worked on producing an on-site mid-conference publication. Greg Anderson was the photographer for this newsletter. And, Doug agreed to coordinate a conference proceedings to be published in the fall following the conference. Diane Kostecke worked with the NELD staff to produce a highlights film on the Forum.

Future Directions sub-committee

Charles Elk reported discussions on the composition of the National Advisory Committee and the establishment of rotating terms office. Intern selection for NELD Class IV was also raised.

Evaluation report

Boyd Rossing and Tim Neuman gave evaluation updates on the intern seminars, the satellite conference and the directors/ administrators' workshops. The detail of the evaluation approaches and findings in NELD were published in a separate publication.

Fifth NELD National Advisory Committee Meeting
This meeting was held after the publication of the NELDstory. It was held to overlap with the final NELD-in-Wisconsin program: the NELD Assembly (New Orleans, November 5-10, 1993). I anticipate the agenda will emphasize the transition from NELD-in-Wisconsin to NELD at The Ohio State University. There will likely also be reports on evaluation findings.

The next sections of the NELDstory provide overviews of the various programs offered through NELD-in-Wisconsin

Section IV

DIRECTORS'/ADMINISTRATORS' WORKSHOPS

The three Directors'/Administrators' Workshops overlapped two of the themes present in the intern seminars: developing a personal philosophy of leadership and organizational development and renewal. During the three and a half day workshops, participants explored their personal philosophy of leadership, then examined it in practice through detailed examination of case studies. These themes were taught by Jerry Apps, NELD National Coordinator, and Bob Putnam, partner in Action Design Associates.

Program Design:
Trust building
As was true with the intern seminars, our initial emphasis in the workshops was to help participants become personally acquainted at deeper levels and to build trust in the group. These goals were emphasized in the first two activities. Welcoming receptions were held on the evening prior to the first day of the workshops. Most participants were present. After having time for informal conversation, the skeleton of the agenda was introduced.

Directors'/Administrators' Workshop participants, Stowe, VT. (June 1-5, 1992)

Participants were then asked to focus on seven or eight symbols that had been placed on the floor in the middle of the meeting room. Cherokee pertrographs were used. The symbols were representations of concrete objects (like a horse or a person) and of abstract objects (triangles within triangles or an Indian symbol for rain--an arc with dots aligned below it). Each person was asked to write a personal story one of the pictures brought to mind in their new blank journals. The stories were shared as part of each person's introduction to the group--their name, state or protectorate, and their story. We intentionally did not ask people for their job titles or institutional affiliations to eliminate some of the trappings of position and focusing more on each person as an individual--a human. The titles, however, were usually included in the introductions, as integral to how we describe ourselves.

Ground rules were set for the workshop. They were:

-No one should do or say anything they are uncomfortable in doing or sharing;
-Each person is encouraged to be open and to challenge each other; and
-We hope learning will be combined with fun.

The theme of getting acquainted at deeper levels and building trust was continued on the first day of the workshop. Either Chris Hinrichs or Tom Solyst (list of NELD presenters and addresses in Appendix H) joined the group for a half day of experiential activities such as the "Trust Fall" and the "Web of Mediocrity". People physically touched each other in these activities and had the opportunity to breakdown some personal boundaries. A sense of group spirit could also be built as the situations presented in the activities were resolved through collective problem solving. Additionally, issues were raised about the workings of groups and each leader's role in the dynamics of group interactions.

Directors'/Administrators' Workshop participants, Stowe, VT. (June 3-7, 1993)

Program Design: Intern Involvement

Three interns were invited to each of the Directors'/Administrators' Workshops. They were asked to participate in the activities and to assist the NELD staff in assessing the issues and problems arising during the workshops. This allowed some interns to interact with other extension leaders and to have experiences they could share with fellow interns. The selection of who was invited to participate was made on the basis of diversity--of geography, race, gender. We also gave attention to the desire to build teams of people familiar with next age leadership philosophy in individual institutions or within each of the five regions of the country as designated by ES-USDA.

Other interns were invited to participate in workshops, the satellite conference, and the Forum, plus writing and video taping activities--all NELD opportunities beyond the seminars. Within the seminars, interns led discussions, introduced speakers, wrote for the newsletter, counseled each other, served on advisory committees, organized projects and more. Efforts were made to include as many interns as possible in as wide a variety of activities inside and outside the intern seminars.

Program Design: Journal Writing and Sharing

Journal writing and sharing were present in all NELD activities, including the Directors'/Administrators' Workshops. Participants were encouraged to write their thoughts and feelings about the learning experiences they were having, and other reactions they had to the introspection that was part of the NELD activities. During seminars and workshops, they were asked to share these writings and thoughts, to the degree they were comfortable in doing so.

Journal writing and sharing were part of building the capacity for reflection central to leadership in the next age. They were part of developing greater intimacy within the group and of building deeper levels of trust. They were linked with the evaluative activities in NELD, where evaluation became a learning activity and responsibility for critical evaluation was turned back to the learner. Evaluation activities, called Self Reflections, were built around questions such as:

-In introducing myself to others I tried to...
-Thoughts I've had during the workshop include...
-Feelings I've had include...
-Things I am wondering about leadership are...
-I have discovered that...

Evaluation as reconfigured in NELD and journal writing/sharing were closely related. Had we had additional years in the NELD pilot program, I suspect we would have integrated these activities even more closely.

Journal writing was introduced as:

- One of the capacities needed for leadership in the next age; a capacity for contemplating novel situations and challenges faced in a world of discontinuous change.
- An opportunity to learn through subconscious knowing. New associations, perspectives and innovations are likely to be made through writing: a different, deeper level of introspection and thoughtfulness can be reached.
- A way to integrate ideas and experiences, such as the relationships between work and family life or those of mind-body-spirit.
- An approach for coming to more completely understand problems faced and for developing resolutions to them. A way to reflect on actions taken and consider how they could be improved for the future.
- A vehicle for recording dates, events, ideas, books read, major purchases, the weather, etc.

Program Design: Case Studies

Prior to coming to the Directors'/Administrators' Workshops, enrollees had been asked to prepare case studies on controversial programs or issues. They were asked to recreate, in writing, a conversation that reflected an actual situation related to controversial programming. The conversations, in which names were disguised, showed both the actual words exchanged and the thoughts and feelings underlying the interaction. These conversations were analyzed as case studies, with emphasis on how leaders could better align their espoused philosophies with their actions.

Some capsule summaries of case studies developed for these Workshops were:
-Traditional agricultural agent has difficulty seeing beyond how Extension has long worked with constituents. Casewriter tries to expand the agent's vision to see how Extension could (and should) reach out to sbcially disadvantaged groups.

-At a multi-state meeting on public land use, the casewriter is concerned because some faculty want to take an advocacy role, either of groups (e.g., cattle producers) or of a philosophy (e.g., multiple use). The casewriter believes that CES should bring research-based information to bear on the public debate and present options, but should not engage in advocacy.

-The casewriter asks 4-H agents to develop a plan for reaching youth more effectively. They plan a coalition with other youth-serving organizations. It will mean the agents will have less time for 4-H activities, so they must train and support volunteer leaders to take a more active role. The Regional 4-H Leader's Council is concerned.

The small group and whole group discussions about the case studies were intended to help participants become aware of the design they used in stressful situations in organizations. Questions were raised about how people put ideas into action--into practice. And, at the same time, participants were conducting personal inquires into leadership philosophy. Questions were raised about why new approaches to leadership were needed, characteristics of next age leadership and leaders, and learning methods for next age leaders.

Program Design: Developing a Personal Philosophy of Leadership

Jerry Apps suggested one possible framework for writing a personal philosophy of leadership; a process begun during the workshop. He spoke of the Daisy Model of Next Age Leadership.

As the daisy grows in identifiable valleys and hillsides, Jerry said, leaders lead within a context. Step one in writing a personal philosophy was to write a summary statement of the leadership context.

After the context was clarified, statements of fundamental beliefs (our ideas of what is true) and values (principles that provide a sense of direction, criterion for worth, and a moral and ethical foundation) were written. Included in the daisy model were personal beliefs about reality, people, knowledge, aesthetics, and ethics. Fundamental and contextual values were stated. Leaders were challenged to begin working on a personal credo statement. Just as organizations have mission statements that set directions and goals, next age leaders were encouraged to write and revise personal credos. Jerry Apps raised other questions about the nature of:

- leaders (i.e., What do you believe about leaders? Who is a leader? Are leaders born? Made? Combination? Are certain characteristics necessary for a successful leader? Does next age leadership require a certain type of leader?)
- leadership approaches (i.e., What do you believe about leadership approaches? What does a next age leader do? How is what you do as a leader influenced by your context?)
- leadership outcomes (i.e., What do you believe about such perspectives as shared power, concern for diversity, quality, social awareness, collaboration, collective spirituality?)
- educational perspectives (i.e., What are your beliefs about teaching, learning, teachers, learners, future directions for education? In what ways will the next age redefine what education is about? What do you believe should be changed in education? What should remain the same?) Apps, Jerold W. (July, 1992). *Writing a philosophy of leadership*.

In the workshops, leaders considered the above questions and more through a series of experiential activities, small and large group discussions, time for reflection and writing, and mini-lectures. In one experiential activity, participants, in small groups, were asked to build the process of leadership out of Legos: children's building blocks. Leadership in the next age was described as a non-linear process. Legos are a linear medium. These differences added to the complexity of this activity.

Journal Entries from the Workshops
Some key points discussed in the Workshops were:

-We don't yet know what the next age will be; we can only be sure we will need to think in fundamentally different ways.

-Since we cannot know all of what is coming, leadership assessment instruments are limited to only measuring the skills needed for leadership in the past.

-The problems being faced today cannot be resolved using the solutions we used in the past that were based in an old paradigm and in ways of knowing central to that paradigm.

-Various kinds of knowledge will need to be honored in the future. We will need to draw on scientific knowledge, as we have in the past, but also on ways of knowing like cultural, spiritual, aesthetic, indigenous, and others.

-We need to learn to be humble enough to listen, to hear the voices that speak in languages different from what we are accustomed to hearing. We need to understand multiple voices and approaches that challenge the narrow definitions of knowledge and structure we have created.

-Leadership is generally not generic. It is closely aligned with its context.

-All people take leadership roles at varying times--we are all leaders, all followers.

Follow-up Workshop

The Directors'/Administrators' Follow-up Workshop was held in Stowe, Vermont, June 7-9, 1993. It evolved through the efforts of participants of earlier workshops and was structured with a floating agenda. Bill Hambleton, Regional Director at the University of California, south central region, took the responsibility for orchestrating this workshop. He conducted a survey regarding the follow-up session with those who had expressed interest in attending such a meeting.

The workshop was scheduled to follow immediately the third Directors'/ Administrators' Workshop so participants of that program could easily stay a few extra days, if desired. Jerry Apps and Bob Putnam led discussions on topics that emerged out of Bill Hambleton's survey and were prioritized in a teleconference held for several interested directors.

a) What is top-down leadership, what isn't?
b) What are the barriers and opportunities to making transition from narrower to broader leadership roles?
c) Is outreach more than extension or does extension include outreach?
d) What are the agonies and joys of organizational change?
e) How can leaders help organizations take on new values?

About 20 people attended the Follow-Up Workshop and discussed these questions using a variety of techniques.

Section V

NATIONAL PRESIDENTS' INVITATIONAL FORUM ON OUTREACH

...No single forum or conference can change the direction of the nation's public universities toward greater participation with society in solving common problems. There is the underlying hope, however, that this Forum can contribute significantly to the re-creation of 'universities that matter,' universities that are connected to the public and that can make a difference in the day-to-day lives of the nation's citizens. --Wayne Schutjer, Associate Dean and Director, The Pennsylvania State University and Chair, NELD National Advisory Sub-committee for the Presidents' Forum

Rationale for the Presidents' Forum

"Society's need for an involved higher education system as originally identified by the developers of the land-grant system is being rediscovered by government officials and citizens. The reasons for the renewed interest in greater university involvement are many. The technology advantage being demonstrated by Japan, Germany and other nations, lagging U.S. competitiveness in world markets, the decline of basic manufacturing throughout the nation, and problems of youth, drug abuse, waste disposal and the environment all contribute to the need for greater university contributions to science-based public policy, education, academic research, service and outreach.

NELD Presidents' Invitational Forum on Outreach
La Jolla, CA; February 28-March 2, 1993

After decades of pressure within the land-grant universities for a greater emphasis on fundamental science, disciplinary advances, and the development of broader theoretical concepts and general education, added voices are being heard. The added pleas are for relevance, applied problem-solving research, community involvement, student internships and hands-on education. As a result, we now find universities that seek stature as 'top ten' research institutions simultaneously attempting to contribute to the more immediate needs of the broader community for practical education, science-based solutions to public and private sector problems, and a greater involvement of a socially concerned and aware faculty through academic service and outreach.

Universities are not alone in recognizing the need for a greater involvement with society's problems. America's industry recognizes that the nation's future work force will likely be poorly educated and is threatened by problems of drug and alcohol abuse, school dropout and teen pregnancy. Similarly, current labor costs are greatly influenced by drug and alcohol abuse and the overall physical and mental health of the labor force. Finally, for many firms the level of local economic activity and the economic health of their communities are major factors in maintaining both production and profits. Industry is finding that it is both good business and good corporate citizenship to become involved in programs that contribute to a healthy and productive citizenry--and that university collaboration in these efforts can be productive.

In short, government at all levels, other public sector entities and citizens are calling upon both the land-grant university system and the private sector to join with them in designing and implementing solutions to a wide array of social and economic problems. The proposed conference [NELD National Presidents' Invitational Forum on Outreach] would provide an important step in bringing the academic expertise of the land grant universities to bear on societal problems both singly and in collaboration with the public and private sectors." --Wayne Schutjer, *National Extension Leadership Development Program Conference Proposal*, March 27, 1991.

Ayse Somersan, Dean, University of Wisconsin-Extension and Judy Bailey, Interim Vice President for Research & Public Service, University of Maine, during a break in the Presidents' Forum Activities.

Concept of the Presidents' Forum

"The Presidents' Forum endeavors to create a searching dialogue about the public service challenge for higher education among University Presidents and other leaders at the top level of land grant universities. The conference is designed to serve as a catalyst for increased and/or renewed efforts by persons and organizations concerned with higher education to enhance involvement of land grant and other state supported institutions in addressing problems facing citizens, institutions and society. As a secondary benefit, the conference provides an opportunity for National Extension Leadership Development Program interns to be exposed to and interact with higher education issues and leaders.

The Forum brought key education actors together to consider presentations by government, industry and university leaders addressing both societal and higher education outreach challenges. The primary group was delegations headed by the presidents of approximately 46 land grant universities. Also in attendance were approximately 22 Cooperative Extension Directors or Administrators from land grant institutions not represented by presidential delegations. In addition, approximately 60 NELD interns attended, representing about half of the presidential delegation institutions.

The National Extension Leadership Development Program sponsored the Presidents' Forum on a one-time basis as part of its efforts to foster renewed leadership of higher education outreach. Primary responsibility for continuation of the dialogue and renewal effort at the President's level was assumed by the National Association of State University and Land Grant Colleges (NASULGC). A President's Steering committee under NASULGC auspices formed to spearhead continuation efforts. NELD continued to conduct programs aimed at renewing and enhancing Cooperative Extension leadership, a key component of land grant outreach." --Boyd Rossing, December 23, 1992, *NELD Draft Evaluation Plan*.

Planning for the Presidents' Forum

Planning for the National Presidents' Invitational Forum on Outreach was a group effort (Committee members listed in Appendix G). Work on the purposes for this conference began at the first NELD National Advisory Committee Meeting, nearly two years prior to the conference date.

Bryce Jordan, President Emeritus of The Pennsylvania State University, was hired through NELD to contribute to the Forum in the following ways.

**Provide overall program guidance to the subcommittee.*

**Coordinate and conduct contacts with university leaders, the CEO's of selected industry groups and the leadership of the academic establishment to obtain both program guidance and commitments for participation.*

**Assist in the establishment of an organizing committee to be drawn from industry and the academic world.*

**Work with the organizing committee, the NELD subcommittee and others of his personal contacts to attract speakers for the conference.*

**Assist the NELD subcommittee in developing a follow-up program to ensure implementation of the ideas generated at the national conference (letter from Jerold Apps to Bryce Jordan, September 16, 1991).*

The discussions continued with a series of planning meetings held in the Chicago and Pittsburgh airports. Consultations to fine tune the agenda were made with key people in higher education associations like the American Association of State Colleges and Universities and NASULGC, and with representatives from higher education programs within business and industry.

The arrangements were solidified, the program printed and four of the twenty presenters were changed within the last few weeks. Decisions were made on a new Master of Ceremonies and a new Plenary Keynote Speaker on the morning of the opening session. Both had to cancel that morning due to family emergencies.

NELD Journal Entry – Dealing with the Unexpected
The NELD team has developed a process for dealing with the unexpected--part of modeling next age leadership. The pattern is to gather together all the people who are quickly available, usually those who have some knowledge of the situation. First, the problem is explained, sometimes from several perspectives. Then, time is taken for openly brainstorming a resolution, with all ideas taken into account. The general points of consensus are then restated, a plan of action decided, on and duties for implementing the action are voluntarily taken. Depending on the situation, these meetings can take five minutes or an hour as was the case for the Presidents' Forum.

Theme of the Presidents' Forum
Initially, the theme for the Forum was the role of Extension in the land grant universities--how can it be strengthened, what should the role be in the future as the universities face tight budgets and lack of public support. As planning proceeded, the spotlight broadened and the central theme became the role of outreach in the public universities. The search was for a new kind of leadership and a new kind of structure for the outreach function in higher education.

Underlying the theme was the question of how to continue the process begun with the 300 people attending the Forum? The President's Steering Committee was formed and key presidents, working with NASULGC, were invited to take on the responsibility of continuing the effort to reinvest in the outreach mission that had been central to public universities. It was essential that NELD pass on the responsibility for continuation since the W.K. Kellogg Foundation support was ending in less than a year. The planners were challenged to think in terms of long range strategies for continuation. Could spin-offs of NELD and the ESCOP (Experiment Station Committee on Organization and Policy) leadership training come together to foster continuation? Was there a role for Extension Directors and Administrators in the continuation efforts? What other spin-offs could there be beyond the President's Steering Committee?

Evaluation of the National Presidents' Invitational Forum on Public Service
"Numerous actors and institutions are vitally concerned with the future of higher education and are active in addressing issues related to this concern. All of these groups have an interest in understanding the ideas and directions that emerge from the conference as well as insights from the conference about how to best continue the dialogue. The conference evaluation should engage key actors in considering the meaning of the Forum and in planning next steps beyond the Forum.

The Presidents' Forum will contribute in some indeterminate way to the complex constellation of forces that affect the direction, priorities and programs of higher education. Actors and institutions concerned with the future public service role of higher education would, of course, like to know the impact of the conference on higher education. It is not, however, feasible (nor likely even possible) in terms of resources and data burdens on institutions to determine the impact of this single event. Thus an intensive impact evaluation is not justified.

A concept of reflective evaluation has been developed and emphasized in the NELD program. In this approach persons taking part in NELD activities are asked to reflect on the meaning of the activity. Participant reflections are then aggregated to provide an indication of larger values and desirable future directions.

The primary purpose of reflective evaluation for the Presidents' Forum is to assist participants and interested follow-up bodies to continue the dialogue and renewal effort. This will best occur through reflective activities that engage participants in further considering the key meanings of the Forum as well as essential directions for continued efforts. Sharing of these reflections in aggregate form with follow-up bodies will aid their efforts on the Forum experience."

Evaluation Design
"As part of the Forum participation commitment, key actors were asked to share their reflections on the meaning of the Forum for future land grant outreach directions.

Individual reflections were requested of Presidents or other heads of institution delegations.

In addition, Institution delegations were encouraged to convene during and following the Forum to dialogue about the meaning and implications of the Forum. Presidents were asked to highlight such institution level efforts in their reflective letter.

Lastly, Cooperative Extension Directors/Administrators and NELD interns were invited to share their reflections on the meaning and implications of the Forum for their leadership roles." --December 23, 1992, National Presidents' Invitational Forum on Public Service Draft Evaluation Plan -Boyd Rossing, NELD Evaluator

Forum Logistics: Hosting the Forum
The NELD staff, which, in early 1992 included Melissa Rowlands ably taking Gretchen Bradt's place, had developed, planned, and taught many seminars and workshops. We had had, however, no experience running a conference, much less one with the political overtones present in this one. The successes of this Forum are directly attributable to the team of volunteers who, full-faced, brought their energy and talents to this project. Coordinating volunteer efforts was one of the surprise roles that fell to the NELD office. We identified who was in charge of contracts and financial

issues, meal selection, preparation of conference materials and press packets, creating a banner and podium plaque, hotel registrations, conference arrangements including instructions to hotel staff and audiovisual personnel, press and publicity issues, contacts with San Diego Convention and Visitor's Bureau, publication of an on-site newsletter, conference staffing for registration and on-going questions, program arrangements, and video and audio taping.

Pre- and post-conference meetings were held with the hotel staff, including the General Manager. On February 26, at the pre-conference meeting, we met with the Hyatt Regency-La Jolla staff. Each explained their responsibilities to us and we explained our roles and the purposes of the conference.

The Roles of the Hotel Staff
Their roles were:

General Manager--hotel policy maker and active participant in the meeting's success.
Director of Sales--person who books the meeting. There may be a team of sales managers who specialize in specific markets.
Front Office Manager--questions about room blocks, early arrivals or late departures, registration, cutoff dates, or reservations are addressed to the Front Office Manager.
Chief Concierge--coordinates concierge team who provide information and can book air and ground transportation, tours, dinner reservations for guests.
Head of Security--person to discuss size and layout of hotel, the neighborhood, and other security issues for the conference.
Food and Beverage Manager--has responsibility for all the dining rooms, cafes, lounges and bars in the hotel.
Catering Director--oversees meal and reception functions, and in hotels with no convention services department, this person may also be in charge of meeting room assignment and set-ups.
Executive Housekeeper--person who can assist with having rooms made up early and with other special requests for laundry or valet services.
Audio Visual Services--person who arranges AV needs such as microphones, lighting, special arrangements for other electronic needs. In my experience, these have been privately owned companies located within the hotels.
Convention Floor Manager--this person coordinates having people available at all times during the conference to trouble shoot.
Engineering Supervisor--person in charge of maintenance and repair of all hotel systems, such as air-conditioning, heating, and safety. Special requests for hanging banners or special electrical or other needs are addressed to this person.
Manager of Credit--issues of which costs are directly billed and which go to individual participants, who is authorized to sign for items to be billed to the master account, and credit approval for groups are run by the Manager of Credit.
Bar Manager--the details of bar set-ups, bartender assignments, and types of drinks available for receptions or hospitality suites are handled by the Bar Manager.

Executive Chef--this person is responsible for all kitchen personnel and for purchasing food and other kitchen supplies.
Conference Services Manager--in large hotels, this person is responsible for meeting room set-ups and for making some of the audio visual arrangements.

Howard Feiertag, sees the preconference meeting as a "...chance to review with department heads exactly the responsibility each player is charged with for the upcoming meeting and to see that they understand the purpose and objective of the meeting." (p. 44) The meeting that preceded this one was a site inspection where the hotel was given an opportunity to display its property and people. And, led by Allyn Smith, NELD held a post-conference meeting with key hotel staff at the Hyatt Regency-La Jolla to compliment them on the quality of staff and the careful attention to detail we received throughout the Forum.

Howard Feiertag's article, "Hotel: The Cast" was printed in *Corporate Meetings and Incentives*, August, 1992, pp. 44-46. He gives greater detail on each of the hotel positions reviewed above.

Forum Publications and Video
There were plans early on to produce a variety of materials from the conference. An on-site publication was planned and Doug Bradley of the University of Wisconsin-Extension Information Office, agreed to serve as editor. Doug requested drafts of the presenters speeches and uncovered examples of situations where, to use Wayne Schutjer's words, "universities...are connected to the public and...can make a difference in the day-to-day lives of the nation's citizens." Much of the *National Presidents' Invitational Forum on Outreach Chronicle* was written prior to going to La Jolla and was taken to the University of California-San Diego Graphics and Reproduction Service on disk. Other parts were created during the first day of the Forum meetings. The article on the keynote address was written Sunday night, following the 8 p.m. presentation. The photos used in the publication were shot up until noon Monday while the "call outs" from presentations were being recorded by the 60 interns present who were assisting in capturing the detail of the presentations and the stories behind the presentations. The photos were printed, again with assistance from interns. All the pieces were then taken to the Graphics and Reproduction Service, integrated with what had been done prior to the conference in Madison, and printed using a two-color process during the night. Copies of the mid-conference Chronicle were handed out to participants as they entered the meeting room the second morning. And, an insert was produced that covered Tuesday's meetings, added to the Chronicle, and sent to all participants following the Forum.

In addition to the Chronicle, over 100 tapes of the presentations were sold, print copies of each presentation were available at cost, and a detailed conference proceedings was printed and distributed the following fall.

A 20 minute video on the Forum was produced by Diane Kostecke, Producer, of the conference. Diane conducted interviews with some of the presenters, and collected comments from a group of NELD interns from class III. Following the Forum, we decided not to produce an elaborate video, but to splice together a highlights film. The footage was also used in *The Spirit of NELD*, a video on the three years of NELD-in-Wisconsin.

Section VI

SATELLITE CONFERENCE

The NELD staff had much to learn in producing The Next Age Leadership Satellite Conference. Melissa Rowlands, NELD program assistant, took responsibility for coordination of the conference, including organizing volunteers across the country into the network that offered the conference. We estimated that 3,000 people participated as a result of her efforts.

We also had the expert and patient guidance of Diane Kostecke, Producer for Wisconsin Public Television (WHA), who provided a list of pre-production activities we followed faithfully. The activities were separated into three areas:

> **Audience/Receiver Planning and Events** (marketing, site selection, technical coordination, cost and pricing structure, coordination of on-site content and activities, and coordinating development and dissemination of ancillary materials);
>
> **Teleconference Event Planning** (content development such as format, scripting, rights clearance, production, and transmission/technical planning and coordination); and
>
> **Post-Teleconference Event Planning** (tape duplication and packaging, support materials production and packaging, marketing and planning distribution).

The list of pre-production activities included the following:

-Book satellite time and studio time. The satellite conference was scheduled for 11 a.m. to 1 p.m. Central time on September 24, 1992. This time was chosen because it made the conference accessible to all of the continental U.S. We sent video taped copies of the Conference to the areas outside the satellite footprint: to some of the U.S. protectorates and Hawaii.

-Identify key players in the planning process. An ad-hoc committee met by phone to review the structure and content of the Satellite Conference.

-Identify presenters and content. Eight NELD interns, advisory committee members and advisors agreed to participate. They were: Bernard Jones, Janet Usinger-Lesquereux, Lucinda Noble, Nancy Hicks, Gilbert Tampkins, Thelma Feaster, Steven Laursen, and Ralph Whitesides. The presenters were diverse by geographical area, by race and gender, by role in NELD, and by topic being presented on the conference.

-Determine format and activities. It was decided that five pre-taped roll-in video segments would be produced and interspersed through the program. These segments related to real life, practical issues faced in each person's institution. The pre-taped roll-in segments were entitled:

The NELD Experience: The Next Age Organization
Cornell University, CES

The NELD Experience: Individual Transformation
Minnesota Extension Service

The NELD Experience: Leadership for Collaborative Programming Langston University, Oklahoma, CES

The NELD Experience: Leadership for Program Empowerment
University of Nevada, CES

The NELD Experience: Leadership for Program Challenges
North Carolina A&T State University, CES

The NELD Experience: Shared Leadership
Utah State University, CES

Additionally, Jerry Apps spoke live for 30 minutes on The Next Age, Next Age Leadership, and The Transformation Process. There were two 10 minute segments built into the Conference to allow time for the people at each site to caucus and come up with a question or two to be asked via a toll-free phone line to the Conference.

We also planted questions with NELD interns across the country for each presenter. The presenters were aware of these questions, as they were of the questions Jerry Apps asked each of them following the presentation of their video segments.

-Determine the means of transmission. Transmission was via AGSAT, a satellite consortium that allowed the conference to be sent out on two frequencies: KU and C bands.

-Determine downlink sites. The audience for the Satellite Conference was all extension employees, and beyond them to include continuing educators, and interested educators in business and industry.

-Develop marketing plan and promotion materials.
-Identify contacts/site leaders at each downlink site.
-Schedule downlink sites. The downlink sites were set up and scheduled through the NELD network of interns, advisors and National Advisory Committee members.

Letters went out to interns and to Extension Directors or Administrators in states where there was no intern asking them to serve as a site coordinator or to name someone else to do so. NELD offered to pay all transmission costs and to provide one set of the written conference materials. Promotional materials were distributed to the site coordinators who then selected site leaders and sent the promotional materials to them for further distribution. Under Melissa's guidance, the NELD network became a spider-web that stretched across the U.S.

-Determine pricing--cost for participation, cost for production. The Satellite Conference was sent out without cost to an estimated audience of 3000 persons. NELD paid about $20,000 for transponder time, studio costs, production of five 5-6 minute video roll-ins, receiving costs for two sites (others were paid by the local institution), print materials, the 800 call-in phone line, two uplink locations (Madison and Washington, D.C.), one audio connection (Oklahoma), WHA production services, coordination of the downlink sites and site coordinators, and transportation, meals and lodging for Satellite presenters.

-Prepare production budget--identify funding sources. The budget was prepared with assistance from Diane Kostecke. The Conference was funded through the NELD W.K. Kellogg Foundation grant as part of the national workshops and conferences that were part of the original proposal.

-Develop ancillary materials for on-site activities. Materials that gave additional information on Next Age Leadership and that offered biographical information on the presenters were sent to each site coordinator.

-Write and edit scripts.
-Prepare graphic support materials. The scripts for each of the pre-taped roll-ins were written by the presenters. Jerry Apps wrote his overview of Next Age Leadership. Style sheets were sent giving guidelines for the videotaped segments. Suggestions covered: the major components of the videotaped segments, on-camera presentation, support video and videotape specifications. For example, "The important point is that the presenter's on-camera script come first. Then, covering certain segments with support video or interrupting the presenter's voice-over with stand-alone footage will be much easier..."

-Shoot and edit pre-produced videotape roll-in materials (if needed). Most of the editing for the segments was done in Madison, including adding graphic support materials and music.

Purpose of Satellite Conference

The Satellite Conference provided NELD the opportunity to extend the message of next age leadership widely. It offered another change to include a range of people associated with NELD -- interns, advisors, National Advisory Committee members -- in a cooperative effort. It provided another source of income to NELD (although certainly not profit making) along with the Directors'/Administrators' Workshops and the Presidents' Forum tapes.

Section VII

REGIONAL PROGRAMMING

Regional programming was not been funded as part of the NELD program. We provided encouragement, set up teleconferences to helped the coordinators organize and share ideas, provided time at the national advisory committee meetings and encouraged interns to participate in the programs. Generally, however, we served as advisors to the coordinators in each of the regions, encouraging them to continue to interact and to share their ideas, plans and programs with other regional coordinators.

The regional coordinators formed a sub-committee of the NELD National Advisory Committee and first met face to face on March 12-13, 1991.

Jerry Apps arranged a teleconference held December 28, 1991, to assist these emerging leader programs to organize. The agenda for the teleconference included:
* recruitment of interns (to ensure diversity),
* the coordinator's role as a conduit for their regions with the intent of increasing awareness about NELD,
* the responsibilities of the regional coordinators and what the NELD central office could do to assist them in carrying out their agendas, and
* ideas they had about leadership for what became the Presidents' Forum and the Directors'/Administrators' Workshops.

NELD: North Central Leadership Program
I requested a one page summary of the NELD: North Central regional leadership program during its first two years from Gail Skinner-West who has coordinated the program through the Minnesota Extension Service.

> When asked what they had gained out of the NELD: North Central Program, first-year participants mentioned changes within, becoming more aware of one's own values, being 'stretched' and realizing the importance of taking time for personal reflection as well as learning to challenge themselves and each other about the assumptions they operate under in both their personal and professional lives.
>
> NELD: North Central, presently in its second year, is an intensive leadership development program that aims to provide participants with the 'vision, courage, and tools to deal with our rapidly changing world.' The Program is sponsored by Cooperative Extension in the 12 North Central states as part of the National Extension Leadership Development Program.
>
> During its first year, 39 participants came together for four three-day seminars. This year there are 40 participants in the NELD: North Central Program. The

first seminar focuses on building a personal leadership philosophy and credo. With specific emphasis on valuing and enhancing diversity, the second seminar involves participants in working on increasing their ability to work effectively with and through others. Seminar III, held in Washington, D.C., focuses on building bridges for organizational action. The final seminar is entitled 'Visioning for the Future' and helps participants develop a personal vision for the future encompassing creation of positive change within Cooperative Extension.

The regional coordinator position is a rotating assignment in the North Central region. Gail Skinner-West, Associate Director of Minnesota Extension Service, launched the regional program and, along with a planning committee, has overseen the first two years of its operation. It is a program in which everyone wins for as Skinner-West remarked, 'Like the participants, we too have found the experience to be a tremendous learning opportunity.' That is one of the benefits of working with this program.

-Melody Machala, NELD: North Central

NELD: North Central, and other regional programs, have involved the NELD interns in planning committees for each of their seminars as well as asking them to teach various segments of the programs. For example, the planning committee for the NELD: North Central diversity session included NELD interns Everette Prosise, Diane Flynn, Juan Moreno, Paige Baker, Dale Mutch, and NELD: North Central staff Gail Skinner-West and Melody Machala.

Section VIII

NELD ADVISORS

The concept of advisors was discussed in the NELD curriculum committee meetings held in January, 1991. The group agreed that NELD advisors would be more than academic advisors since they would have the potential to advise interns on topics beyond intellectual progress. On the other hand, the advisors would be different from mentors since the interns would not have full selection options. They would prioritize 2 or 3 advisors they hoped to work with. The final pairing was done in the NELD office.

Selecting NELD Advisors

Selection characteristics were set. Advisors were people who could bring a multiplier effect to the internship and other phases of the NELD project--people with connections and influence. People were sought who felt a social obligation to share their experiences with others. Some guidelines for advisor selection were:

Staci Baker, Glenn Applebee and Elwood Miller, NELD Advisor, in North Dakota.

-People who were aware of organizational functioning and saw the potential for Extension in the U.S. and globally.
-People who were committed to NELD and to the idea that leaders "can be made" through education.
-Influential leaders from a variety of backgrounds including CES, government, business and industry--public and private sector.
-A group of people diverse in age, gender, race and ethnic background.
-People who were open and who welcomed change. Forward thinking, innovative leaders were sought.

Advisors were selected through joint agreement among the advisor, the intern, and the NELD Program National Coordinator. The criteria for advisor selection included a match between the relevant expertise, experience, institutional resources, and contacts that the advisor can offer. Ideally, advisors and interns worked together throughout the learning/study internship experience.

Advisors for each intern were named and formed a supportive network of top university and private sector administrators who provided a learning network for NELD interns and staff.

Advisor Roles

The roles for NELD advisors were to assist the interns in expanding and enhancing their experiences as participants in the project. The advisors took on the roles of coach and resource person as they helped:

1) Plan the intern's experience in concert with the opportunities offered by the National Office. Together the advisor and the intern designed an individualized learning/study experience which included the core curriculum areas, and involved readings, internships, or other experiences. The learning/study experience could either accentuate some facet of the core curriculum or go beyond it.

2) Assist the intern in designing, organizing and operationalizing Innovative Demonstration Projects, which were coordinated with the individualized learning/study experience.

3) Coordinate an internship experience(s) in business, government, higher education and/or Extension with people who had demonstrated innovative, creative and successful leadership styles and methods, as these activities would be beneficial to the intern's overall project experience.

4) Support the intern in effectively sharing the experiences of the National Extension Leadership Development Project with colleagues from his/her home state or region.

Selecting an Advisor

To assist the interns in selecting an advisor, a binder was prepared that included a vita and/or written statement from each advisor. The advisors also listed three or four areas of expertise or special interest. For intern classes I and II, the booklet was available during the first seminar in Madison. For intern class III, summary statements were mailed out with the pre-orientation materials to allow interns more time to consider who they preferred to work with. The interns then ranked their selections by first, second, and third choices. The final matches were made in the NELD office. NELD advisors are listed in Appendix I.

NELD Advisor Orientation

NELD advisor orientation was handled in a variety of ways during the three years of NELD-in-Wisconsin. We sought progressively to increase the advisor involvement in the program and the orientation was one of the techniques used.

For advisors to intern class I, a teleconference was set up on August 5, 1991. This teleconference allowed advisors to ask questions, allowed Jerry to further explain their roles and responsibilities as advisors, and allowed them some time to talk to each other. The chance to meet each other was one of the drawing cards for involvement in NELD--because of the range of top-level administrators involved in the advisor pool.

Face-to-face NELD advisor orientation meetings were added to the Olive Branch Seminar for intern class II and to the introductory seminar in Madison for class III. Throughout NELD-in-Wisconsin, efforts were made to strengthen the connection between intern and advisor. Holding the orientation programs simultaneously with a seminar was part of this strategy, as was progressively moving the first contact between intern and advisor to earlier and earlier points in the program.

With class III, the selection process was accomplished prior to the first seminar. About one third of the interns had the opportunity to meet their advisors in Madison at their first seminar. One possible draw-back for this accelerated process was that the interns did not have the chance to better understand NELD prior to meeting and interacting with their advisors.

At the orientations, advisors raised questions about who had the responsibility for making the first contact, whether interns were encouraged to work with more than one advisor, who were the other advisors and how could we strengthen the advisor network, what was the time-line for Innovative Leadership Projects, and when did an intern/advisor relationship end?

We provided lists of other NELD advisors and encouraged networking through attending NELD activities--class III advisors were invited to attend any or all of the first three intern seminars at NELD cost.

Beyond answering that question, however, the answers to other issues raised in the advisor orientations were less definite -- they were situational. The first contact could come from either party, although the interns were strongly encouraged to call their advisors even if they were unable to meet personally early in the program. Some interns worked with NELD advisors for larger leadership questions and selected a leader within their institutions to consult with on local questions. Others took the time to use the NELD Advisor Network more broadly, making contact with more than one advisor for specific issues. Intern and advisor connections varied from non-existent to highly productive. It is likely some will continue a lifetime. This was one of the components of the intern program that requires additional reflection and experimentation.

Section IX

NELD INTERN SEMINARS

NELD Interns of Class I in Olive Branch, MS.

The four intern seminars, offered for each of the first three NELD classes, were seen as a series, each building on the preceding one. At the same time, the themes of each seminar were introduced or echoed in the other seminars--a reinforcement of the idea that each piece is part of the larger whole and is inseparable from it. For example, the theme of diversity was present in each seminar through:

** Selection of a diverse group of interns, advisors and NELD National Advisory Committee members,*
** Presentations by George Paris and Paige Baker as preparation for diversity seminars,*
** The invitation to Paige to become an "honorary" member of NELD intern class III in addition to membership in class II,*
** Site selections (prior to the Alabama diversity experience, the interns met in Mississippi, spending one day in Memphis' National Civil Rights Museum, and prior to the North Dakota seminar, we met in New Mexico at the Apache owned Inn of the Mountain Gods),*
** A day of diversity training with Cherie Brown of the National Coalition Building Institute,*
** Discussions on the idea that there are multiple realities,*
** Developing a global perspective,*
** Intern Innovation Projects and learning plans,*
** Offering the diversity seminar, and*
** Intern led seminars on Valuing the Physically Challenged.*

In the first seminar for each class, Developing a Personal Philosophy of Leadership, interns (and others present--advisors, guests, staff) looked inwardly at themselves as leaders. All were challenged to explore their beliefs and values, examining origins in family and culture. These explorations were based on the assumption that leaders need to understand who they are and why they act as they do, before being able to effectively lead others. The participants were challenged to ask whether their examined beliefs and values continued to be viable in a world where change was rapid, discontinuous, and unpredictable.

After the initial examination of beliefs and values, seminar II turned to the collective, the community, the organization: Organizational Development and Renewal. Many of the same questions were asked in the context of the group. The assumption is that groups, too, have beliefs and values. They have historical perspectives and traditions that affect their actions. They too can learn and change and grow.

The processes of introspection and transformation introduced in seminar I were reviewed in the context of organizations in seminar II. In NELD-in-Wisconsin, learning has been viewed as a spiral process. The intent of the seminars was not necessarily to introduce new information, although some of that happened. Rather, a goal was bring people to challenge what they had unquestioningly assumed to be true. Part of this questioning was discovering new relationships, integrations, understandings, and realities.

The final two seminars--Experiencing Diversity and Developing a Global Perspective--became mirrors held up to the interns and others that allowed them to further question their newly developed or refined leadership tenets within the boundaries of situations that were likely novel and somewhat stressful. These situations stood as metaphors for the novel and unpredictable events next age leaders will face regularly.

A list of all NELD seminars, workshops, and meetings is included in Appendix J.

INTERN SEMINARS: Developing a Personal Philosophy of Leadership

Examining leadership philosophies was foundational for the NELD program in Wisconsin, being central to seminar I for each intern group as well as to the three NELD Directors'/Administrators' Workshops and the Satellite Conference.

Examining a personal philosophy of leadership was the major work interns and others were doing as they developed learning plans (see Appendix A for details on seminar activities). It was the basis for writing personal philosophy of leadership papers and personal credo statements. Developing a personal philosophy was the work, at least partly, of the daily seminar/workshop reflection forms, the interim reflection questionnaires, the journal writing and sharing, the readings, work with advisors, interviews with top institutional leaders, and many of the small and large group discussions in the seminars and workshops.

NELD began with the assumption that leaders of the future need to be firmly grounded in knowing who they are: what they believe in and value. This kind of self knowledge can provide a place to stand when creating change, facing unknown situations, and making decisions that often have moral and ethical overtones.

> **"A new kind of leader will be required to make these changes. These new leaders, referred to in the NELD program as 'Next Age Leaders,' will be called on to perform tasks and make decisions no one has made before. They will be playing in games for which the rules haven't yet been established. They will be skillful managers (programmers, budgeters, marketers), but more importantly they will be people of vision, people who can see big pictures, people who can see connections and directions, who have patience with ambiguity and the stamina to face chaos, people who know who they are and what they value." --J.W. Apps, NELD Philosophy and Curriculum, March 31, 1992**

It seems appropriate to have the interns tell their stories of their first NELD seminar and what it meant to them. Here are some intern reflections on the experience.

Intern Reflection: Experiential Activities
In the philosophy seminar for each intern class, one of the first activities was to draw a picture of themselves as leaders. These pictures, drawn on newsprint size sheets, were hung up around the classroom and left hanging the entire week. The intention was to come back to them at the end of the week of thinking and writing and questioning to ask if the metaphor would be drawn any differently. The range of drawings was wide, including a butterfly in a garden, a puzzle, a group of people with hearts holding hands, a football game with a coach, an orchestra leader, and more. Bob Robinson, NELD intern, drew a portrait of a bovine climbing a hill, dealing with obstacles in its path. It had the Texas A&M brand on its rump.

Larry Yee and Bob Robinson, class III interns, practicing T'ai Chi in a North Dakota campground.

Six months later, following the diversity seminar on Fort Berthold Indian Reservation, Bob wrote a letter to his fellow interns. The final paragraph referred to his bovine metaphor. I include part of it here, with permission, as is true of all the attributed writings included in the NELDstory.

...Oh by the way, a word about the bovine. I would rather see myself now as a roaming buffalo--peaceful but with a purpose. Connected to a herd (community) but

with the courage to explore oneself and the world, to find where I might make a difference. A word about the brand, you don't brand a roaming buffalo--and you had better not try--they were meant to be free. No one owns a buffalo. They are only borrowed for a time. Don't get me wrong. I remain a loyal Aggie, but my brand now is an internal one of my own: some connection of my mind, body, and spirit. No one who has experienced the buttes and plains of North Dakota or the High Plains of Texas can doubt the spirit of the buffalo, the power\legend of its body, and the caring sensitive mind it has for its herd, especially the young. My alma mater's mascot as an undergraduate is the buffalo. I wish I had seen the buffalo then as I do now. I have a new respect for old buffalos (elders). I will listen more carefully to their wisdom, embrace them, honor them. I don't know whether I am in transformation or lost, but I do feel better than at anytime I can remember. I do not claim to be a Next Age Leader, but I do admire those next age leadership traits I have found in each of you. So from now on, just refer to me as 'Buffalo Bob,' and I hope your friend. May your Chi stay centered and we each find the spirit in all of life's wonders.

Intern Reflection: Philosophy Seminar

The Madison experience was one of elation and depression for Dale Mutch, NELD intern.

The Madison seminar was an experience of elation and depression. We played games to learn how to function as a group. The ball game was wonderful however, I realized the group was reluctant to pass me the ball. As a result it was handed to me. This is a dilemma of being one handed. People were afraid I'd drop the ball and feel distant from the group by failing. Unfortunately, for me the same occurred when I was handed the ball. Initially, I felt different and very lonely.

Another interesting thing happened during this ball group project, Paige Baker didn't throw the ball but walked across the circle and handed the ball to the next person. Paige is Native American and, in his culture, they don't throw balls to women. His actions made me feel better and a friendship with Paige was established at that point that will never be broken. I learned from this that we need to value our differences, not ignore they exist.

Madison was very important for me. I made many new friends. I learned so much about myself and my abilities. The interns valued my abilities and didn't concentrate on my disability. I learned to explore new and different readings and the importance of journaling. I learned how to take time for myself for reflection and most of all that I did belong.

Another interesting situation occurred in Madison while discussing plans for our upcoming Tuskegee [diversity] seminar. I have two boys, Nic and Luke, ages 14 and 12. I wondered if we couldn't share this seminar experience with our children. Many individuals resisted. However, consensus was why not try. The NELD staff accepted this challenge with an open mind and heart. Through their efforts, my boys were

given a gift they will never forget. I learned we need to be flexible, listen to others and try new things from this experience.

Intern Reflection: Connections

Sue Sadowske, NELD intern, has shared her thoughts from a place of reflection this summer.

Connections

I sat on the pier one warm summer night
when the season was fast on the wane
The soft summer breeze caressed my face transporting
me far beyond the mundane

The moon, half-full, sparkled and danced on waves gently flowing
toward me
Together light and lake created a pathway - rippling gold - tied
to eternity

Quietly I listened, patiently I sat, waiting for what I must hear
Then a silent message entered by psyche from a source not entirely clear

Daughter of the universe, pick up your mantle, was the message I heard that night
You are linked through the river beneath the river, source of all wisdom and light

Be not afraid for the challenges you face, have faith,
you can endure
Find your own path, create your own rhythm, press on, despite the unsure

It is your life journey, you make the choices, choose wisely, but with good heart
Care for yourself as you care for others, you are the central part

Pain is not rare, frustrations abound, but so do joy and peace

Sue Sadowske and Amanda Huffman, her Alabama hostess. " A Time to Plant."

Balance your life with work and refreshment, forget guilt --
anxiety will surcease

You are connected beyond space and time to a wisdom, hearing it
is your choice
Life knows what it's doing, you've only to trust - learn to
listen to your inner voice.

Intern reflection: On change
Larry Hudson, NELD intern, sent me thoughts on several topics: this reflection is on change and the need to understand ourselves as a leaders.

> **Change is not an option but excellence is! I've learned, or at least accepted, the responsibility that I must continually improve my talents and thinking. I must develop those skills and knowledge that I'll need for the year 2005. I will do this through reading, seminars, visiting with diverse people, creative time as well as critical thinking. It is understanding who I am, where I need to head, and what I need to be.**

Program Detail: Intern seminar I
One of our first tasks in preparing for the first seminar for the first intern class was to read widely in the contemporary literature on leadership. Many of these references are included in Appendix K. During that process, articles and book chapters were selected to be included in the *NELD Reader*[2]. The Reader was given to each intern and to all who attended the Directors'/Administrators' Workshops.

At the opening seminar session, the *NELD Reader* was distributed along with a stack of books[3]: Walter Truett Anderson, *Reality Isn't What it Used to Be*; Charles Handy, *The Age of Unreason*; and Peter Senge, *The Fifth Discipline*.

Blank journals were handed out, and Jerry introduced them as the course text. The journals were not necessarily for taking notes, although that was one way they were

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[2]After obtaining permission, and paying the charges for limited use of the writings, production of the NELD Reader was an experiment in the use of an optical scanner. In an attempt to make it easily readable, all articles and chapters were scanned into a computer and placed in a Word Perfect software format. Unfortunately, the idea predated the capabilities of the equipment available to us. The optical scanner read the captions under photos into the text, misread letters like "rn" as "m," skipped artistic renditions of letters at the beginning of chapters, and so forth. Hours were spent in proofreading.

[3]We discovered that books ordered in bulk through the University Book Store, rather than through NELD, were eligible for discounts of up to 47%.

used. More centrally, they were a places to record personal reactions--intellectual and emotional--to NELD experiences, expectations, surprises, frustrations, and joys. Journals, as used in NELD, were interpretive and cathartic. They have been integral to every seminar and workshop offered through NELD-in-Wisconsin. Reflection, through writing and other means, was viewed as an essential capacity for next age leaders facing unknown and unclear situations.

A resource room, accessible day and night, was part of seminar I for all three classes. Interns were encouraged to bring resources they thought valuable to be shared. On these tables were preparatory readings for the diversity and international seminars, books and articles on leadership, novels that emphasized self reflection and diversity themes, films and tapes on leadership. Audiovisual equipment was available in the room. Interns were encouraged to take any of the materials with them to their rooms for use during the "reflection times" and to take them home. By design, we did not request that the materials be returned.

The First NELD Seminar: Program Design

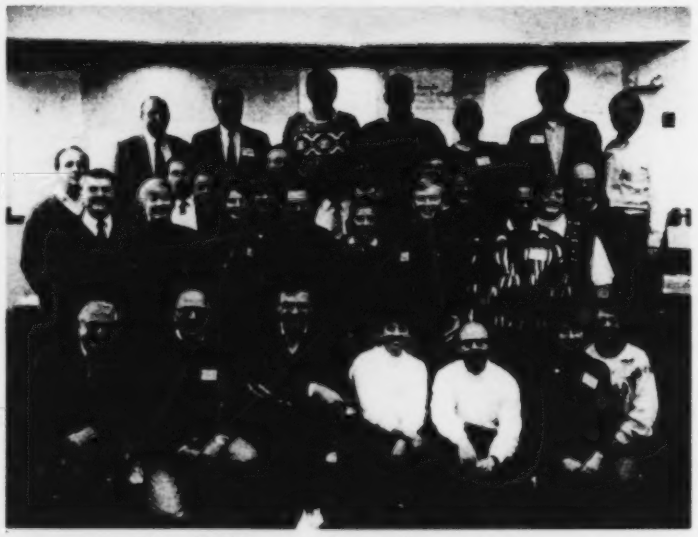
From the ad hoc curriculum consulting committee meeting, we had developed a sizeable list of components needed in a leadership development program. The list included building leadership skills, reflection, fund raising, developing communication skills, empowerment, networking, problem setting/solving, analysis, creativity, openness to change, futuring, personal growth, personal transformation, humor, inspiration, artistic knowing, taking charge of own learning, and team building. The first version of this seminar, offered June 10-15, 1991, in Madison, was built around these components. In later version of the program, distinctions were made between leadership development and management training. Components like fund raising, budgeting, and developing communication skills are important skills for leaders to have, but were not the focus of the NELD intern program as it evolved.

In the first seminar for class I, however, we tried to teach both leadership capacities and management skills. The seminar was filled with segregated components. It lacked breathing room--time to reflect on or personalize what was being learned.

I had arranged for a group of top-notch speakers. Jerry Apps was scheduled to teach much of the seminar, emphasizing his career-long work on helping adults develop their personal philosophy of educational leadership. The program design used was similar to that offered in the Directors'/Administrators' Workshops described in Section IV.

Chris Hinrichs was hired to offer one day of experiential trust/team building exercises, including meeting at the University Memorial Union boat dock on the University of Wisconsin-Madison campus. Participant instructions were to canoe to Picnic Point, about a mile away. Many didn't know which end of a canoe was the front, much less how to maneuver it. With pointed effort, the canoes were lifted off their racks, put into the water, and some progress was made. Lightening in the distant sky cut the

trek short. On shore, in the rain, the interns, guests, and staff completed a series of exercises enhanced by the dampness and punctuated by intermittent tornado sirens. The first intern class was emerging.



Intern class III in Madison for Orientation seminar.

This experience, for classes II and III, was quite different. Group size was one reason and December-in-Madison was another. The later classes participated in in-door exercises that included The Web of Mediocrity and a Trust Fall.

George Pairs of Tuskegee University joined us. He told stories of his life and experiences in Alabama, especially during the Civil Rights Movement of the 1960s. He shared pictures of the Black Belt and Tuskegee University, as preparation for the upcoming diversity seminar.

In another segment of seminar I, Boyd Rossing and Tim Neuman explained the results of leadership assessment instruments the interns had completed earlier: the Leadership Practices Inventory, Leader Behavior Questionnaire, Personal and Organizational Perspectives, and Learning Preferences Assessment. Further description of these instruments is given in the section on evaluation. Boyd and Tim offered individual consultation on the assessment results throughout the week.

Health and wellness was one of the topic areas stressed as a result of the curriculum consultant's meeting. Health Risk Assessments were returned to the National Wellness Institute for scoring. Results were sent directly to each intern, not to the NELD office. Pat Herje, Health Educator, spoke to class I on wellness and was available for individual consultations on the results of the assessments. Also related to wellness, Tricia Yu taught T'ai Chi, with emphasis on stress response, stress reduction, breathing, self-suggestion, and attention to the present. These two sessions were aimed at accentuating the connections between mind and body.

For class I, Daniel Shannon, Dean of Continuing Education Extension at the University of Wisconsin-Milwaukee, spoke on visioning and Trudy Seita, NELD National Advisory Committee member and consultant, made a presentation on fund raising: developing resources, motivation for giving, and helping those donating know better how to give. The fund raising session was offered for two reasons. We did not yet know that the $13,500 given to each intern would cover expenses. The second thought was that extension organizations of the future may need to be funded in very different ways requiring leaders to have fund raising skills.

Lorilee Sandmann came from Michigan State University, to teach a half-day program on futuring. Myron Johnsrud, then administrator of Extension Service, USDA, and Dan Moore, Vice President for the W.K. Kellogg Foundation, were the dinner speakers. (And, for classes II and III, Bernard Jones, Director of Extension in Nevada and Chair of ECOP, spoke.) These dinner presentations were the "fire-side chats" suggested by the curriculum committee.

The NELD advisors and special guests had been invited to arrive in time for the reception and to stay through the intern presentations the next day. Interns were asked to portray what they had learned about themselves as leaders, using any approach that seemed appropriate, including song or dance or drawing--approaches that freed the presenters to include artistry and emotion; to move beyond thinking only in cognitive terms. Members of class I made individual presentations that were video taped. Later classes were asked to make small group presentations and we discontinued the taping since it interfered with our purposes which were to encourage sharing across emotional, intellectual, and spiritual levels, trust building, and risk taking. The presentations were enchanting. We learned about hidden singing talents, acting abilities, and even met some cosmic explorers. These activities added to the NELD humor--another program theme.

Staff Reflections on First Seminar: Participant Comments

The NELD staff established a pattern during and after the first intern seminar that continued throughout the three years of NELD-in-Wisconsin. During the seminars, we took time as a group to sit and discuss the program as it was happening, always being open to making corrections mid-course and thinking about how the program could be more effectively offered the next time. Following the programs--often with the added benefit of the NELDerberry muffins that Tim Neuman brought us--we discussed the good, the bad and the unknown in what we were doing. We learned tremendously from each seminar and applied those ideas directly to later seminars and workshops. This pattern of action and reflection followed by further action is indicative of how the administration of NELD was consistent with tenets of next age leadership.

Seminar I, more than any other, changed significantly when offered for later classes. In small part, the changes were due to differences in class size (10 interns in class I, 29 in class II, and 31 in class III). More substantially, the changes were the result of staff reflecting on the comments we received through the evaluation/reflection process from interns and guests present at the seminar. Some of the comments were:

** Improve balance between class time and free time,*
** Communicate up front that fund raising may be needed,*
** Move sessions on fund raising, visioning and futuring to seminar II where the focus is on the organization,*
** Send NELD Reader prior to session and include suggestions on articles/chapters to be read,*
** Move the program to different sites during the week,*
** Return leadership assessment forms prior to session along with informational materials,*
** Design ways interns in class I can be part of the first seminar for class II--to share their experiences,*
** Send summaries of evaluative Daily Reflection Forms to interns,*
** Provide annotated list of resource materials for interns,*
** Assist in establishing an E-Mail network,*
** Find a health risk assessment instrument tailored to leaders.*
** Continue asking for interviews with top level administrators and university or organizational presidents and discuss these in seminar I,*
** Continue journal writing and journal sharing to build trust.*

Everette Prosise, J.C. Shaver and Janet Usinger-Lesquereux, interns of class I, building a philosophy of leadership out of legos.

Staff Reflections on First seminar:
Staff Response

Based, in part on these suggestions, changes were made including streamlining the curriculum for this seminar significantly. The focus on team building exercises with Chris Hinrichs remained. And the emphasis on wellness continued--including T'ai Chi with Tricia Yu. The Myers Briggs assessment, offered to class I, was dropped, but the other leadership assessments were continued. The last curricular change made in seminar I was to increase the time Jerry Apps had to present and discuss his model of personal and organizational transformation, to explain the Daisy Model of next age leadership, and to offer activities related to developing a philosophy of leadership.

As a staff, we determined the following changes were needed:
-Reduce the number of presenters; provide more time for reflection and processing,
-Select presenters with understanding of next age leadership and experiential educational processes,
-Mail agenda out early and tell group where seminar meetings are to be held...a small oversight on my part,
-Arrange for a large room for NELD seminars to give space for experiential activities,
-Change approach on evaluative activities (idea of evaluation as reflection--turning it back to the learner began to solidify),
-Make information on assessment instruments and results available earlier,
-Continue to provide some summary data giving a profile of the group,
-More time for Jerry's presentations,
-Bring groups in for orientation the night prior to the seminar beginning,
-Continental breakfasts in or near the meeting room allows additional time for the group to interact,
-Move George Paris' presentation to the second seminar for class II, placing it closer to the diversity seminar,
-Team building exercises worked well,
-Set up lodging for all participants in the same facility as another part of team building and request government rates when seminar is located off campus,
-Provide less structure for group meals, fewer planned evening activities,
-Reserve meeting room for evening sessions, but leave time open for participants to meet (with or without NELD staff).
- Encourage groups to take the responsibility to challenge each other as part of the concept of shared leadership--build in a spirit of open and honest challenge,
-Emphasize that some comments are made in confidence and should be respected as such,
-Place more emphasis on the relationships between the experiential parts of NELD and the concept of building a personal leadership philosophy, i.e.: encourage reflection on the leadership roles each person takes in the NELD activities,
-Work harder to integrate the various facets of the program so they are not seen only as separate entities.

As part of efforts to build group cohesiveness, the NELD staff felt the interns of class I became well acquainted through a variety of approaches:

(1) The introductions: give name, institution, and tell brief story about yourself--drawing from a symbolic shape (sun, tree, U.S. outline, fish, clover leaf) or object (football, children's book).

(2) Drawing picture of self as leader and discussing the meaning of the picture with whole group.

(3) Chris Hinrich's experiential learning activities: (A) Pass each person horizontally through web of ropes (Web of Mediocrity) without touching ropes. (B) With 6 inch long "walk" stick and 3 segmented 6 inch long "talk" sticks, move group from point A to point B. Could only walk when touching "walk" stick and could only talk by holding and removing segment of the "talk" stick. Leaders were blindfolded as experience progressed. (C) Whole group blindfolded and standing in a circle around a piled up rope; needed to make a square out of the rope. Each person must hold on to same place on rope once touched. While the activity was progressing, Chris gradually removed blindfolds from random people (usually vocal leaders). They were then allowed to see, but could not talk.

(4) Working in small groups on Leadership Innovation Projects daily.

(5) Journal sharing at the beginning of each day.

We felt, as a staff, that it had been a good idea to introduce the diversity seminar to alleviate anxiety about that experience. We encouraged George Paris to share more detail about the host families and the history of Tuskegee University when he presented to class II.

We decided to drop the Myers Briggs since many people in Extension had already taken it and the analysis was too lengthy. For other leadership assessment instruments, an introductory presentation followed by opportunities to meet individually with Boyd and Tim for interpretation was agreed on. There was considerable staff debate about the value of the leadership assessments generally. The questions were: "Are the leadership capacities that are <u>not</u> described in any instrument precisely the essence of next age leadership?" and "Do leadership assessment instruments serve to amplify the old paradigm as they measure the skills needed to lead in yesterday's world?" It was decided the instruments would be used as mirrors for the interns to use in reflecting on their leadership style--in their own leadership context--rather than as objective measurements of leadership effectiveness.

We decided to keep the wellness components of the first seminar, but eliminated the presentation on the Wellness Institute Form, deciding that the instrument was self explanatory. We decided also to keep T'ai Chi in the program as one of the contrasts. We encouraged Tricia Yu to focus on movement, stress reduction activities and T'ai Chi when she presented to classes II and III. We also decided to transport interns to Tricia's studio to spend more time with her. We discussed expanding the emphasis on the arts, relating an involvement in the arts to stress reduction and to seeking wholeness in life--a greater integration of the intellectual and the artful in life.

The staff agreed that more time needed to be allocated to Jerry's sessions on developing a personal philosophy of leadership. For this reason, we cut out the rest of the speakers who had been part of seminar I for class I.

Having dinner at Jerry Apps' home was a nice personal touch and was appreciated by interns. As the numbers of participants grew in classes II and III, this was changed to a reception at Jerry's home.

And, we decided there were a number of places in the schedule where the time was too short and too crowded. Lunches were lengthened to two hours long and breaks to 1/2 hour. The times to talk and share ideas were lengthened.

NELD Journal Entry: Self-Directed Learning

I have begun realizing the importance of the fact that 5/6 of the NELD intern program is self-directed learning. The NELD staff sets up a framework for some programmed learning activities, mostly within the four NELD-led seminars. The interns then either build on that structure or venture off in ways more pertinent to their own perceived learning needs.

Jerry Apps contends that a major drawback to self-directed learning can be that the learners may not be aware of what it is that they do not know. If someone isn't cognizant of what isn't known, how do they go about developing a learning plan, for example. This is the reason there are four programmed seminars to stretch people's awareness and to push them toward a final goal of thoughtful action based in conscious awareness of personal and community or organizational beliefs and values.

Intern Reflection: Ways of Knowing

An important discussion in NELD, often emerging during the first intern seminar or during directors' and administrators' workshops, was the idea that academics often process their world cognitively, overlooking other ways of knowing, such as emotional, spiritual, aesthetic, tactile and more. This discussion logically emerged following Jerry Apps' presentation on reintegrating mind-body-spirit. But, it also appeared surrounding discussions on differences between theory and practice, ends and means, doing and being. Everette Prosise, NELD intern, reflected on the implications of imbalance.

Joe: Help! I'm drowning!
Bill: Let's help that person!
Jane: Someone get a rope!
Tom: He should have known better than get in the water if he didn't know how to swim!
Sue: His parents should have taught him how to swim!
Joe: Help! I'm drowning!

Jane: Someone get a rope!
Tom: If parents don't do a better job of parenting we will continue to have over 5000 deaths each year from drowning!
Sue: We must do something to reduce the number of drownings.
Jane: Someone get a rope!
Bill: Forget about the rope--the water is calm.

INTERN SEMINAR: Organizational Development and Renewal

Intern Reflection: NELD as a Cafeteria of Experiences

Diane Flynn, NELD intern, wrote a letter to the NELD staff, reacting to her experiences in NELD: ...You have created a wonderful opportunity, a cafeteria of experiences. I am finding that when I reach/stretch to get something rather new or different, I grow most, though at first taste the experience is not always palatable, nor can I see the learning in it. Thank you for the daring it must require of all of you to design such a program. And, thank you for your belief in the developmental imperative that lives in me and in everyone.

Intern Reflection: Organizational Development

A consequence of NELD--that could be associated with the theme of organizational development and renewal--is the collaboration surfacing between Rutgers University Extension and AT&T. Rita Wood, of Rutgers, and Jim Cowan, Joanne Donlin, Paula Goldstein, Dick Niles, Naidu Pothuri and Linda Roberts of AT&T, are all NELD interns. Most are located in New Jersey. In a recent meeting, they and Zane Helsel, Director of Rutgers Cooperative Extension, and Don Trotter of AT&T, discussed the following agenda items as step one in the process of building a collaborative relationship.

**Overview of each organization's mission, vision, activities*
**Each organization's leadership development programs*
**Each participant's particular leadership interests and goals*
**Seven minute presentations by interns on their NELD projects*
**AT&T's reorganization and team building*
**Rutgers Cooperative Extension's volunteer development*
**Potential collaborations, i.e., 'exchange students' in each other's in-house leadership programs, etc.*
**Industry as partner*
**Tour of the Cook College Campus (Rutgers University).*

Future meetings are planned to develop action strategies for building a relationship between this industry and this university.

The Second Seminar: Program Content

Across three offerings of this seminar, the learning themes remained constant. They were:

* to provide time and activities that would allow the intern groups to become reacquainted,
* to prepare interns and others for the diversity seminar,
* to explore organizational development and renewal.

The theme of helping people become reacquainted was introduced at the informal receptions held on the evening the interns arrived. Sometimes these would have a brief agenda, other times not. And, the theme was furthered in the first full day's activity, which was the same for all three classes.

Cherie Brown, president of the National Coalition Building Institute, provided exercises on prejudice reduction and team building--emphasizing African American experiences in Mississippi with classes I and II and Native American experiences at the Inn of the Mountain Gods in New Mexico with class III. One of Cherie's goals was to increase respect among different groups of people, even if the different groups ultimately concluded they did not share beliefs. She also worked to help individuals and "...organization address issues of ethnic and religious pluralism and resolve internal organizational difficulties that stem from attitudinal and institutional racism, sexism and other forms of discrimination." Cherie began with four assumptions about coalition building that were consistent with those of the NELD program, meeting our goal of hiring presenters whose beliefs and presentation approaches were philosophically consistent with those of the NELD program. Cherie's assumptions were:

1. Racism, sexism, anti-Semitism, ethnic and religious prejudice, etc. are a hurt to everyone, not just to those groups who are the recipients of discrimination...
2. Existing institutions can best be helped to become 'discrimination-free' by first addressing the personal life experiences of their members that have led to the adoption of both conscious and unconscious prejudicial attitudes and behavior.
3. The re-evaluation of individual attitudes and behavior will alone not be sufficient to transform an organization if it is not followed by a serious examination of the social relationships within the organization and the broader social context within which the organization functions.
4. However, an environment which supports an active involvement in prejudice reduction at a personal level is the best way to ensure that people are prepared and capable of systematically thinking about and challenging the broader social issues."

(from *Coalition Building: Transforming Inter-Group Relations Within Organizations* by Cherie Brown)

Cherie's day-long seminars met the two NELD themes of reintroduction and of preparation for the diversity seminar through the learning approaches she used and through the nature of her topic.

The third theme of organizational development and renewal was addressed through presentations and exercises led by Jerry Apps, Michael Brazzel, and Robert Putnam (titles and addresses for all presenters are listed in Appendix H). Jerry focused on the relationships between an individual's philosophy of leadership and the institutional beliefs, values, and traditions, building on the presentations and activities he led during the first intern seminars.

Michael emphasized three areas: organizational renewal, assisting change and stability, and working with organizational spirit. Of special interest to each of the intern groups, Michael's model of organizational renewal showed ways individuals and organizations in change may experience, first, the desire to hold on to what was. The initial resistance was followed by letting go--an experience not unlike losing a loved one. Following letting go, individuals and organizations move into the "chaos of the void" where they feel despair and confusion and meaninglessness. A healthy response to this phase is moving on to rebirth. The rebirth is a time of joy and meaningfulness--a time of change. Brazzel's model echoes Apps' model of transformation which also draws on the work of William Bridges and Robert Tannenbaum in its emphasis on the need to go through a grieving stage as the old ways of doing or even knowing are lost. Again, there are examples of philosophical overlap among the presenters hired by NELD.

The groups discussed the strengths and weaknesses of the organization in terms of:

What does the organization do and how?
How do people in the organization work with each other?
How do people in the organization work with those outside the organization?
Anything else (values, mission, clientele, leadership, structure...).

And, Bob Putnam led activities focused on seeking congruence between (1) an individual's beliefs and values as they are expressed through unspoken thoughts and feelings and (2) the actual words spoken in interpersonal conversations. Bob gave participants the opportunity to write a case study on a critical incident that reflected an organizational problem. They recalled the context of the episode in terms of what was the intent of the conversation, what were the goals, what were the concerns. Within that framework, a dialogue was written that showed both the "actual" words that were spoken and the thoughts that were unspoken. The case studies were enacted, then discussed and strategies formulated that allowed more productive communication. Bob's work also overlapped with the philosophy of NELD in his emphasis on coming to better understand ourselves as leaders and to then be able to effectively use that heightened self understanding in real life situations.

Some questions raised were: Are we beginning with the assumption that organizational structures as they currently exist are givens? Are we allowing our assumptions about what work is and what leadership is to constrain our actions? How does a group begin to redevelop or change an organization that is crusted in tradition? Are the issues we are facing in reinventing an organization so wicked we need to invent the knowledge we need? Can we locate some of the knowledge we need from other people or other organizations that think about issues is ways very different from ours?

Since NELD intern class I was small and since many advisors were able to attend their second seminar, we assembled a panel of advisors and National Advisory Committee members to discuss leadership in business and industry. The panel included: Don Trotter of AT&T, Charles Elk of Texas Electric, Steve Nielsen from Federal Express, and Jerry Apps as moderator. The group discussed relationships between public and private sector leadership. And, that same evening, again because of the size of the group, the interns, NELD staff and guests took the Memphis Queen Sunset Dinner Cruise. It was billed as "a two hour cruise on Ole' Man River featuring Big Band and Dixieland music." These assorted claims--about a river, a dinner and a band--were accurate. The unadvertised highlight of the trip, however, was standing by the paddleboat's railing as a group watching the lights of the Hernando Desoto Bridge come progressively clearer.

Next Age Procurement Blues

The NELD Program occasionally ran afoul of the procurement system within the University. It happened because we began with differing assumptions about what an educational program looked like. Their guidelines were established based on the assumption that education happens in classrooms where the chairs were placed in straight rows. Sometimes we offered such programs and there was one meeting I remember where the chairs were in rows--the Presidents' Invitational Forum. Generally, however, NELD participants experienced learning activities that didn't fit the rules. The Memphis Queen Sunset Dinner Cruise generated the following memo:

> *"The NELD program is designed to enhance leadership in the Cooperative Extension System at the federal, state, and county levels. Part of achieving this goal is building networks, trust, and a collaborative spirit among the participants who are the emerging top leaders for Extension nationwide.*
>
> *Over the course of the three years of this W.K. Kellogg-funded program, we will have three separate 'classes' of participants. Each class will be directly involved in four week-long seminars. At each seminar we plan to arrange one or two activities that may appear social. These activities, however, are an integral part of the overall program. Participant involvement in these activities is mandatory as stated in the NELD Intern Agreement contracts."*

This experience is a minor example of the kinds of frustrations interns and others felt as they, too, sought to make changes within a system based on a different set of assumptions--in this case, assumptions about what teaching is and about what learning is--in their cases, assumptions about what leadership is.

NELD Journal Reflection: Learning Through Mistakes

The Memphis Queen was memorable in another way. I had not made an inspection tour to Memphis before holding this seminar. So, I arrived a day early in order to visit the National Civil Rights Museum and the Memphis Queen. I was concerned because of an article printed in Time Magazine (August 5, 1991, p. 56) announcing the opening of the Museum. The article was less than positive, saying, "The new National Civil Rights Museum in Memphis is a classic jumble of laudable intentions and bad taste." My worries were needless as it turned out. "Bad taste" could have been translated as "emotional," and coming to understand diversity issues through our hearts and spirits as well as cognitively was one of the NELD goals. The Museum suited our purposes very well and we returned twice.

The problem with my brief inspection tour, however, was that I did it by taxi. Olive Branch, where our seminar was located, is just across the Mississippi border from Memphis. Olive Branch--which I selected as a site in my personal frustration over the beginning of the Gulf War--had no taxi service, so I asked the hotel to contact a Memphis taxi for me. We rode the 35 miles into Memphis. I asked the driver to take me to the Memphis Queen and to wait while I talked briefly with their office, making sure they were ready for our group to arrive. All was fine. The taxi driver and I then headed over to the National Civil Rights Museum. I met briefly with Wanita Moore, Museum director, and confirmed the meeting room for our group while looking at the striking marble sculpture in the entry way. The taxi driver patiently stood, smoking, and viewing the memorial exhibit to Martin Luther King, Jr. that stands in front of the Lorraine Motel where King was killed. We drove back to the Holiday Inn Executive Conference Center in Olive Branch. The meter read $80 as we pulled around the circle driveway, past the patch of cotton plants, a memorial to those that once covered the land we were on. I was uncomfortable with the cost, thinking I should have rented a car. Then came the blow. In addition to the meter price, the driver politely pointed out the fine print on the plasticized announcement card hanging by the meter. It clearly stated there was an additional $40 fee for crossing the state line. We had done it twice. I believe I could have rented two cars for the price of that one taxi ride.

NELD Journal Entry: Serendipity

As the members of NELD intern class II and some of the NELD advisors were walking in to the National Civil Rights Museum on Friday morning, October 25, they joked about the bank of cameras and photographers that met them at the front entrance. When the group headed upstairs to our meeting room, I asked who was expected at the Museum and was handed a newsbriefing. It said,

"Democratic candidate Jerry Brown, the former California governor, will tour the National Civil Rights Museum today at 9 a.m. with Rainbow Coalition leader Jesse Jackson. Several presidential candidates or their representatives plan to visit Memphis before the Super Tuesday primaries."

No one minded that I stood and waited to see Jackson, no one stopped me from walking up to him when he arrived, and no one interrupted our conversation as I explained that there was a group of about 50 land grant university leaders meeting upstairs studying diversity who would be very pleased to have the chance to talk with him while he was in the Museum. Jackson was polite and said he would consider stopping in to introduce Jerry Brown if there was time in their morning schedule. They were already running 20 minutes late. We shook hands and parted. About an hour later, Jackson, Brown, and a overflow of reporters that doubled our numbers, squeezed into the room. It was an exciting 15 minutes while both men talked to the group and the photographers moved around the room like dancers taking photos from various angles. Perhaps others in the room could say, but I do not recall anything that was said by either Brown or Jackson--my eyes overwhelmed by ears.

Jerry Brown and Jesse Jackson talking to NELD interns at the National Civil Rights Museum, Memphis, TN.

Conference Center Selection and Logistics

The Holiday Inn Executive Conference Center was one of the most efficiently run and most hospitable conference centers we used during the three years of NELD-in-Wisconsin. The procedure for reserving lodging and meeting rooms, meals and breaks, audio visual and other equipment is clear and straightforward. There are standard cancellation policies--no charges if the conference was cancelled, in writing, 90 days or more prior to the meeting dates. No deposit fees were required. The contract clearly showed how lodging and meeting room dates differ. For example, a meeting beginning Monday and ending Thursday will require lodging rooms for Sunday through Wednesday. The lodging cost ($135 on weeknights, $106 weekends in 1991) included all meals, all breaks, all meeting room charges, all standard audio visual equipment and supply needs. There were no surprise charges for things like meeting room set-ups. (One of the conference centers we used charged us a $50 per day set up fee, even when there were no changes made in the room arrangements.)

During the second intern seminar for class II at the Holiday Inn Executive Conference Center (HEICC), we requested that a speaker phone be available in our meeting room. HEICC had an additional phone line installed and purchased a speaker phone for us, and future customers.

One night prior to a conference, the NELD staff arrived at HEICC very late, after plane delays. We were greeted at the reception desk with a welcome and a note saying our dinners were being held for us, even though the dining room was long closed, and to check with the bartender who would heat them for us.

We could always count on a warm welcome from Lauri Adams, our conference coordinator during each of the three conferences we held there. She had a detailed Customer Resume ready whenever I requested it--either prior to coming to Mississippi, or on arrival. The Resume covered all the billing instructions, a detailed schedule for each day of our program, a rooming list with information on arrival and departure dates, special requests for things like non-smoking rooms and king size beds. The rooming list showed the room rate for each day and where each individual's costs were to be billed. This was most useful for us since the interns were paying their own way with the NELD funds that had been transferred to their institutions, but the staff and advisors and national advisory committee members and presenters all had differing agreements with us about how their costs would be paid. Also included in the Resume was a list of transportation arrival and departure times and dates that even included the airline and flight numbers. Lauri Adams also arranged bus transportation for the groups headed to the National Civil Rights Museum and the letter and contract on those arrangements was included in the Resume. She arranged for box lunches to be taken to the Museum and had them loaded on the bus when we met at the front door to depart for Memphis. Included was a sheet showing any special food and beverage requests. Standard practice for all NELD seminars and workshops was to reserve a meeting room for the evenings, even though no agenda was planned. These rooms were places for participants to gather socially or for meetings that were regularly arranged during the week--by program participants. Nearly every NELD intern group and directors/administrators group had an issue emerge during their seminar or workshop that led to a need for further discussion. The issues ranged from questions about group dynamics to gender equity concerns. This meeting room request was not a problem, not a separate charge. It appeared on the Resume under special Food and Beverage Requests because I generally arranged to have mineral water and soda available in the rooms, but only billed to the project on a "per-use basis." The cost per bottle was also listed on the sheet.

The Resume included details on how the various rooms were to be set up--configurations like "rounds with cloths" or "hollow-square." The page following room set-ups had information on special audio visual requests, like podiums or microphones.

And, all this says nothing about the food at HEICC. I won't even try; it has to be experienced. Be aware, however, that it is a dangerous place for dieters.

Intern Reflection: Olive Branch Seminar
The Olive Branch Seminar by Dale Mutch,
NELD intern, class II

The highlight of this visit was visiting The Dr. Martin Luther King Museum. What a wonderful human being. At this site we also met the Reverend Jesse Jackson and Jerry Brown, who was running for president.

The Olive Branch seminar [Organizational Development and Renewal] was different than Madison. I felt like the group had lost some of it's togetherness obtained in Madison. A gender issue surfaced in the group. We had a special evening seminar which addressed this issue. I do believe it's good for groups to have conflict. However, in this situation I don't believe we worked through the issue enough. After the gender discrimination incident, it's my opinion our group lost unity and trust. I learned a lot from this event. The most important thing I learned was that it's alright to have conflict. When groups have conflict it's extremely important to completely work through the process of resolution or consensus. In my opinion, conflict can strengthen groups. However, when conflict occurs the original agenda must be placed second behind the group's processing of the conflict issue. This is different than what we are taught. We create an agenda and rigidly stick by it. Next age leaders must recognize conflict, solve or face the conflict even if this means throwing out the original agenda.

The Olive Branch seminar was less powerful for me. On the other hand, I did spend more time with Paige Baker and Juan Moreno which allowed me to understand myself more. These two individuals have impacted my life and given me the courage to be me.

Mississippi Mud Cake
Lauri Adams brought "A Southern Treat" for two of our groups: "Mississippi Mud Cake."

Grease and flour 13x9 cake pan
Preheat oven to 300 degrees

2 cups sugar 1 stick oleo
1/3 cup cocoa 1 cup pecans
4 eggs
1/2 cup plain flour
3 tsp vanilla 1/4 tsp salt
1 large pkg marshmallows

Combine sugar and oleo. Add eggs one at a time. Add sifted flour, cocoa, salt, vanilla and pecans. Bake in oven 30 minutes (do not overcook). Remove from oven and spread marshmallows over cake. Return to oven and heat until marshmallows are melted but not too brown. Remove from oven and drop spoonfuls of icing over top. Spread icing and marshmallow mixture together (making a mud effect). Refrigerate for at least 3 hours or overnight. ENJOY!

COMBINE TOGETHER FOR ICING:
1 stick oleo 1 tsp vanilla
1/2 cup cocoa 1 box confectioners sugar
1 cup pecans 1/2 cup whipping cream

Quick flashes from Olive Branch: ping-pong with Tom Warner, evening talk with Kathy Mallon, basketball with Paige Baker, sitting by a tree and reflecting, long visits with Judy Adrian, conversations with Tim Neuman, encouragement from Jerry Apps, listening to Michael Brazzel, watching Eunice Bonsi tell me to listen to people, visiting and talking to Thelma Feaster, and getting to know Glenn Applebee and Larry Hudson better.

Seminar program: Group teleconference

In Olive Branch, we first attempted to bring in a seminar speaker by telephone. Glenn Applebee, in New York, was talking to the interns and advisors assembled in Mississippi about his intern/advisor experiences. The biggest problem was not that the 45 participants had trouble hearing Glenn on the speaker phone as I had anticipated. Rather, Glenn was not able to hear the other discussion or the questions clearly. In my notes from that meeting, I wrote:

*Next time, set up microphones around the room.
*Be sure one microphone is near the speaker phone.
*Have the person-at-a-distance listen in to at least part of the preceding discussion.
*Shorten the time period of the electronic conference.

Organizational Development and Renewal: New Mexico

The Organizational Development and Renewal seminar for intern class III was held at the Inn of the Mountain Gods in Mescalero, New Mexico. The site was selected for two reasons. It was owned and operated by the Mescalero Apache Indians, so continued the diversity focus on Native American culture for this class. Aspects of the culture were reflected in the operation of the Inn. For example, I was told the Inn hired three people for each two support jobs and prepared them to be able to fill in for each other's jobs. In this way, the Inn was able to have full staffing to provide for guests' needs, yet allow for cultural differences related to a sense of time and commitment to employer. I was also told the Inn had two primary goals. One was to provide employment for as many people as possible on the reservation and the other was to provide apprenticeship training. There was pride in being able to meet both goals.

The fact that we were on the Apache Mescalero Reservation also gave us an opportunity to visit some other tribally run businesses. Class III spent a day meeting with a Bureau of Indian Affairs (BIA) environmental agent and a BIA youth development specialist. There was also time to have an overview of the livestock operation on the Mescalero Reservation.

Seminar Program: Aesthetics

The second reason we chose this site for a NELD seminar was the beauty of the place. For a NELD program, an aesthetical learning location included scenic beauty, accessibility (only the Inn was not accessible, being about 100 miles from an airport, but was Indian run), seclusion from large groups of people and ideally from phones and fax machines, places to walk and think or sit and reflect, and good food. The most aesthetic meeting sites we visited were:

*Mount Mansfield Resort, half way up Mount Mansfield near Stowe, Vermont;

*Holiday Inn Executive Conference Center, on the site of a former cotton plantation near Olive Branch, Mississippi;

*Knife River, Fort Mandan, Cross Ranch, and On-A-Slant-Village, all historic camping sites on the Missouri River, North Dakota;

*Kurhaus Hotel in The Hague, The Netherlands, an old, extraordinarily beautiful hotel sitting on a North Sea beach;

*The Lutheran Center, a residential adult education facility surrounded by trees, gardens, and a wall, in the center of Mexico City;

*Mission Park Plaza Resort, a Mexican resort in Tlaxcala, two hours outside of Mexico City; and

*Inn of the Mountain Gods, just below the White Mountains, near Mescalero, New Mexico. I would also include:

*Dorothy Hall on the Tuskegee University campus in Tuskegee, Alabama. I stayed in the old southern hotel with its verandas and rocking chairs on my inspection tour, but it was under renovation when the whole group returned.

When learning is focused on taking time to think, to write, to talk in small groups and larger groups, to change from the pace of the workplace, to be in nature and think in terms of the interconnectedness of all things, it requires more than a large urban conference site. Progressively, through the three years of NELD-in-Wisconsin, more and more open time was built into the seminar and workshop schedules for processing and reflecting time. Lunches were often 2 to 2 1/2 hours long and breaks a half hour long. The open times were sometimes available for projects, preparation for upcoming individual or small group seminar or workshop presentations. Other times, it was set aside for quiet.

INTERN SEMINAR: Experiencing Diversity

Diversity in Intern Selection

Diversity was a visible theme in NELD. In recruiting the interns, diversity was one of the variables. The staff encouraged members of the National Advisory Committee and the directors and administrators in Extension to recruit a diverse group of participants. Phone calls were made and faxes sent out to ensure that the pool of applicants available to the National Advisory Committee intern selection subcommittee was racially diverse. Focus was placed on this area particularly because the other variables were well represented--variables such as diversity of gender, geographical

representation, and public and private sector employment.

Once the pool of applicants was presented to the selection committee, however, they vied on equal ground for the positions available for each NELD intern class.

> **I'm much more sensitive to diversity and pluralism now and I attempt to define these terms in the broadest possible sense. As I become more accepting of the cultural differences and physical differences, hopefully other people will become more open as well. Obviously, each of us is at a different place and will move at different rates. The organization can only change if its members change.**
> **-Larry Hudson, NELD intern**

The classes were successively more diverse and the richness of varying perspectives and experiences and histories brought by the interns progressively more apparent. The gender and racial diversity of the 70 interns was: 31 women, 39 men; 58 white, 6 black, 3 Hispanic, 2 Asian, 1 Native American. Geographically, the following states were represented: Alabama, Arizona, California, Colorado, Washington, D.C., Illinois, Indiana, Kansas, Louisiana, Massachusetts, Michigan, Minnesota, Missouri, Montana, North Carolina, North Dakota, New Jersey, Nevada, New York, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, Texas, Utah, Virginia, and Wisconsin. There were people in the group with varying degrees of physical challenges.

Diversity in NELD was more than recruitment. It was the focus of one seminar and a theme that ran through the other three intern seminars. It was present in the value placed on honoring different ways of knowing and the priority placed on encouraging each person to share and value their personal experiences.

Two diversity seminars were held: one in central Alabama for intern classes I and II, the other on Fort Berthold Indian Reservation in North Dakota for class III.

Five Diversity Seminar Planning Tenets
Planning for the two diversity seminars was similar in five ways:

* Joint program development -- In each program I worked directly with a leader or leaders in the community. These local coordinators were esteemed in their communities, had wide ranging contacts, and were willing to share these strengths to help others learn.

* Reflective of culture -- A goal was to create seminars that reflected cultural differences, like differing senses of time or the idea that nature is integral to human life. In each seminar, our local coordinator was directly involved in program development as well as in arranging two days of visits with host families. This included identifying and contacting an assortment of leaders to give presentations to

our group. It also extended to working jointly on the structure and pacing of the seminar.

* Trust building -- To produce a seminar that reflected another culture required building trust and being willing to take risks. It demanded listening with all senses and being open to approaches or program structures that might seem inefficient or congested or overly fluid.

* Risk taking -- There were some risks for the program in developing diversity seminars like the two held through NELD. Far greater risks, however, evolved for the local coordinators. They were placed in the position of asking friends to accept strangers into their homes. They were put in an environment that forced them to look deeply into their own culture and see it through the eyes of outsiders.

* Safety -- And, as in the planned five day canoeing and camping trip down the Missouri River, the NELD staff intervened on behalf of the University of Wisconsin-Extension, to ensure that safety remained a primary goal.

The first diversity seminar was offered in cooperation with the Tuskegee University Cooperative Extension Program, Tuskegee, Alabama. George M. Paris, who is employed at the George Washington Carver Experiment Station at Tuskegee University, and Eunice Bonsi, Assistant Professor in Cooperative Extension and NELD intern, were central to the planning for this seminar. Strong support was given by Velma Blackwell, Extension Administrator.

We went to Tuskegee and the Alabama Black Belt to learn about leadership approaches and to learn about the local cultures. We learned about leadership from civil rights leaders, the women of the Freedom Quilting Bee, the school leaders, the editors of the Green County Democrat, and the host families who welcomed us into their homes for two nights. We learned about the centrality of family, defined in the broadest terms, and about the importance of religion. We learned about racial issues of the area and about the political and economic challenges being faced. And, we learned economic poverty. Statistically, 14 to 36% of the families in the eleven counties of the Black Belt live below the poverty level. These same counties ranged from 40 to 80% non-white population.

In the Tuskegee experiential diversity seminar, teaching and learning occurred in ways well beyond what occurs in traditional classrooms. The definition of who was teacher and who was learner was less distinct. I saw movement toward an ideal situation where all are freed to learn and to teach. The local leaders we met with were teaching the interns about culture and history and leadership. They taught through telling their stories, through their anger and their joy. The interns learned in the churches and living rooms of their host families. They learned from the formal presentations given at Tuskegee University and in the Selma Shoney's restaurant

where Mayor Smitherman told of his experiences as the white mayor of Selma in the 1960s and J.L. Chestnut told of being an adult and an attorney in those same years but not being allowed to vote, for Mayor Smitherman or anyone else, because he was black.

We were reinforced in knowing that teachers are, at the same time, learning. The Black Belt leaders, the host families--black and white--and the Extension agents were also learning from their students. We heard marvelous stories--a widowed black woman said she could feel the telephone lines vibrating as two white men moved into her home. At the same time she spoke of learning more about herself and her prejudices through their company and conversations.

Two other interns told of settling in with their host's extended family. A group of ten people squeezed into a tiny living room, sharing chairs and floor space. The family turned on an old western movie as a way to entertain their white guests from "up south". In the show, there was a long build-up about the evil gunman riding toward town. People were fretting and scurrying. In the distance, the gunman appeared on the ridge. He was dressed in black, wearing a black hat and riding a black horse. And, as he came near, the camera closed in on his face. It too was black. The symbolic association of black with evil was not missed by any in the room. The learning about diversity that took place in the silence in that room crowded with twelve people was many degrees different than what likely would have occurred in a one day diversity seminar.

Experiencing Diversity: Tuskegee Seminar

Carol Zippert, poet, is one of the editors of The Greene County Democrat, published in Etuaw, Alabama. Some of the interns visited the Democrat office during their visits with local leaders in rural Alabama. The following poem, written by Carol, was printed in the Wednesday, July 21, 1993, edition.

I felt her deep in thoughts
I approached in awe
I said:
What are your plans for tomorrow
She said:
I can't see myself in the future
I said:
Don't you dream
What are your dreams
She said:
They don't go beyond today
or this moment
I stood in shock
I thought:
What happened to the young
who have no dreams to protect
What happens to us
who have no youth
who dream
What happens

(You can subscribe to The Green County Democrat for $20/year (weekly), by writing John and Carol Zippert at 214 Boligee Street, P.O. Box 598, Eutaw, AL 35462. FAX (205) 372-2243.)

NELD in Context: Rodney King Trial

NELD interns, classes I & II, in Tuskegee

The learning for all involved in the Tuskegee diversity seminar occurred in part because of serendipity. The seminar overlapped with the racial riots in Los Angeles and other cities that erupted that spring of 1992 following the court decision on the Rodney King trial, in which four white police officers were acquitted of most charges of violence in arresting Rodney King, a black man. The trial received national exposure because of an amateur video tape made of the arrest, showing the white police officers beating King. Following the acquittal, there were violent demonstrations in Los Angeles and many other U.S. cities. In the Wisconsin State Journal of August 5, 1993, the following statement was made, "The April 29, 1992, state verdicts triggered three days of rioting that left 54 dead and $1 billion in damage."

On April 30, I was living with my hostess, in rural Alabama, and woke to televised films of Los Angeles burning. As I sat on the edge of the chair in her room, I felt deeply sad. At the same time NELD was working to narrow racial gaps, others were working to widen them. When I began to cry, my hostess walked out of the kitchen where she was preparing our breakfast and put her hand on my shoulder. "Don't cry, Judy," she said. "It won't make any difference." Despite her words, there were tears on her cheeks too as we stood side by side, watching her two television sets stacked in the corner that together provided both picture and sound.

The *Wisconsin State Journal* (page 1) related more of the story on August 5, 1993. After a second trial where two of the four police were found guilty, the sentencing was announced. "Two policemen got surprisingly lenient 2 1/2-year prison sentences Wednesday in the Rodney King beating, bringing cries of injustice from the black community and talk of an appeal from the Justice Department.

U.S. District Judge John Davies said King himself was to blame for many of the blows he suffered in the March 3, 1991, videotaped beating after he led police on an auto chase."

Experiencing Diversity: Debriefing

At the end of the week's experiences in Tuskegee, we spent a day debriefing the experiences. Each group of interns presented collectively and individually to other groups what their experiences had been and what they were feeling about the learning. Central to learning in NELD was integrating the many ways of knowing such as intellectual, emotional, spiritual, and aesthetic. These discussions, coupled with time to reflect and write about the experiences as they were happening, allowed these various ways of knowing to merge.

NELD interns and staff on the Edmund Pettus Bridge, Selma, AL.

One intern spoke of this integration across ways of knowing after walking across the Edmund Pettus Bridge. The Bridge had long been a symbol for her personal struggles toward equality. Walking across it with a guide from the Selma Chamber of Commerce, she learned more about the history of the Bridge and new detail on the confrontations between civil rights marchers and law enforcement officers. That learning was intellectual and provided her with facts--as expressed from the perspective of the young white woman who had studied the events. At the same time, however, she spoke of other kinds of learning. The walk across this Bridge was much more than an intellectual experience for her. It incorporated the memories and dreams associated with the events of the 1960s that she had seen at a distance. It involved the frustration she continues to feel as an African American woman working to make a difference in today's world. Mixed in with these learnings was the sensation of the breeze blowing in her hair and the sounds of water below the bridge, the same water that many marchers jumped into in 1965, fearing being beaten. Also a part of the learning were the discussions of her experience with trusted friends, people who were sharing some of the same feelings.

Intern Reflection: Diversity in the Workplace
Jim Cowan, Product Group Manager at&T in New Jersey and NELD intern, reflected on the diversity component of his NELD leadership development experience. After the experience of living with a family in the rural Alabama Black Belt, he has attempted to do more than read the thoughts and actions of the diverse group of people working together in AT&T. Jim spoke of talking with his Alabama hosts about the loss of their black school system, then of truly seeing the problems created by desegregation as he felt rain dropping through the school roof and heard the teacher's frustrations as they talked of constraints. In his job, he now strives to see situations through his co-worker's eyes: to understand how their histories, cultures, and families have affected their perspectives and actions.

Intern Reflection: The Tuskegee Seminar
Dale Mutch, NELD intern, wrote of his experience in Tuskegee.

We saw and experienced a student march for discrimination in Alabama. This was a tremendously moving experience for me. It reinforced how far we must tell go for equality. I witnessed families working together to make difficult decisions in their church. Weighing the risks of losing their jobs to stand up for what they believed. A lesson was learned here that I'll never forget. Leaders must create a value system and this system must come first so that we can look our selves in the mirror in the morning. I viewed leaders in that church that I will model from in the future. They put everything on the table to protest injustice. I need this strength too, in my future.

Tuskegee was where class I met class II. I would have liked more time to interact with the new faces. I felt there were some territorial boundaries between the groups. I'm not sure these boundaries to this day have been removed.

Quick flashes from Tuskegee: Stewmeat and the barbecue, riding in the van with Tom Johnson, Marilyn Corbin, Glenn Applebee, Paige Baker, Mary Brintnall-Peterson, Ralph Whitesides, evening visits with Marilyn, walking Selma bridge with Thelma Feaster, George Paris, Eunice Bonsi, the George Washington Carver Museum, Dr. Mayberry and seeing segregated cemeteries.

It was obvious that their were haves and have not's in Alabama. White private schools in the black belt versus black public schools. Voting was a priority in the black community that we in the North take for granted. The confederate flag hung in many white households reenforcing segregation.

My only regret from this trip was that we didn't have enough time to process as a group. I learned from this to build more time into program for reflection and discussion. This was a valuable lesson learned.

This was a special seminar for me because it allowed me to share some of my NELD experience with my family. This sharing wasn't through conversation but experiential. My two sons were given the opportunity to experience Tuskegee with me. Leadership programs impact participants lives tremendously. If we don't include our families in the process, we lose touch with our families. The Wisconsin staff didn't see this as a problem but a challenge. When you get right down to what's most important in my life, it's my family. Having my sons experience a different world has changed their lives. They now understand why dad's changing and they've changed too.

Children's seminar in Tuskegee

Experiencing Diversity: Children's Seminar

Part of the leadership philosophy of the NELD Program emphasized less separation between work and family life. As a result of this philosophy, some NELD interns requested the chance to bring their children to the diversity seminar in Tuskegee.

Other interns were concerned that having children involved in the seminar would compromise the impact and divert group attention away from the primary focus on learning about leadership within the unique context of the Alabama Black Belt.

A compromise program was developed. Eight children, ages 10-17, came to Tuskegee and participated in a separate program, paid for by their parents. Each parent agreed to work with their child or children prior to coming to Tuskegee by doing some historical readings, watching some movies, and having family discussions about what to expect. During a pre-seminar teleconference, NELD parents created a reading/movie list. Included were:

James Collier, *Jump Ship to Freedom*
Walter Meyers, *Now is your time: The African-American Struggle for Freedom*
Dorothy Sterling, *Freedom Train: The Story of Harriet Tubman*
Mildred Taylor, *Roll of Thunder, Hear my Cry*
Mildred Taylor, *Road to Memphis*
Brenda Wilkinson, *Not Separate, Not Equal*

Movies: A Long Walk Home, Mississippi Burning, and Separate but Equal.

The Tuskegee children's seminar overlapped with the intern seminar at several different points. The children, like their parents, stayed in private homes, although none stayed in the same houses. This compromise complicated the job taken on by George Paris and Eunice Bonsi.

Sheryl Renslo, an elementary teacher from Madison, WI, volunteered to stay with the children throughout the week. She worked with Tuskegee Extension agents implementing visits planned by George and Eunice. The children visited the Tuskegee University campus and NASA project, met with a school counselor and stayed in Green County homes. They took a day trip to Huntsville to the space museum, visited Selma civil rights sites including the Dexter-King Church, and attended school with host family children in Tuskegee. Sheryl also led group discussions on the meaning of the experiences the NELD youth were having.

Cherie Brown and Al Herring, both of the National Coalition Building Institute, had been hired to lead discussions with NELD interns on the meaning of their week in Alabama. They also led discussions for the kids on their last day.

Youth Reflections: Tuskegee Diversity Seminar
The children wrote about their experiences during and following this seminar. NELD intern, Paul Sunderland's daughter, Jenny, age 9, wrote, *"After dinner, we visited a man named Charlie who lived just down the road. He let everyone come down and play any sport you could imagine. I thought that was the nicest thing to open your yard to other people. That night was my favorite."*

William Peterson, Mary Brintnall-Peterson's son, age 11, wrote about studying the Civil Rights Movement.

"Before going to Tuskegee, my mother and I studied the Civil Rights Movement by watching movies, reading and visiting Martin Luther King's home and memorial in Atlanta.

It would of been hard to live during the Civil Rights Movement of the 50's and 60's because people hated each other. It would have been like living in a war zone. People in one race would do something and the other would strike back causing problems. Lots of people went through great losses. They lost their family members, jobs, homes, belongings, and other privileges.

On my trip I met many nice people. Mr. Paris, the father of the family I lived with, William, the van driver and Gwen from Etuaw were very informative on the Civil Rights Movement.

I learned a lot about Tuskegee University, George Washington Carver and the space program which I hadn't known about before the trip.

The trip was fun, I learned a lot and it was a good experience.

Linda Nierman's nephew, Michael Fultz, 10, also attended the children's seminar in Tuskegee and contributed the following:

The NELD experience to Alabama was terrific. It was my first plane ride and my second overnight with a black family. I loved my family. They were so nice and lots of fun.

I was only one of two white kids in the school I visited. Everyone was nice but the girls were too much! They were really friendly.

I really enjoyed going to the College, Tuskegee and Auburn. Really big and different from home.

I met many new friends and really enjoyed my trip. Thank goodness my Aunt Linda and NELD let me go. The trip really helped my grades. As I had plenty to write about since I missed school for the trip. My classmates were jealous but they also are dumb as they could not understand why I wanted to spend the night with a black family. I had done this before at my Aunt's since she has black neighbors. No big deal. Hopefully, my classmates learned from me that people are people.

My pictures are great but it cost me $28.00 to develop them. My Aunt told me I had to try all the food on the trip and not be finicky. I did! Everything was fine except the hot peppers.

The Civil Rights Museum, the bridge and the fountain were very special to me. I wish I could have met Martin Luther King in person.

I am not rich but this experience with some neat people is very special. Thank you for allowing me to go.

My son, Denver Adrian, age 17, wrote,

"4/28 I am in Green County tonight. A woman named Gwen is housing me and the boys. She has a son named Demitrius, probably the coolest one and 1/2 year old I've ever met (also the spunkiest). He loves me..I'm comfortable here and have fit in like a piece of a puzzle, white or not. I may just set up residence here...
4/29 Tonight we went down to ole' Charlie's...Charlie and I grabbed a strawberry soda, sat back, and solved the AIDS epidemic, the national debt, drug dealing, and gang warfare. Eventually I asked him why he wasn't running for president. He just laughed...
4/30 Tomorrow I go to school with Mike, a school of 1200 students; of those, 4 are white. I'm uneasy, to say the least. Mike has said very little about his school.

5/1 School day! Now I'm nervous. I just want to sit down instead of walking around, as eyes follow my steps through these foreign halls. There are sweat beads up and down my brow...Finally, the day is over and, other than a few comments about Rodney King, everything has gone well. I've met a lot of nice people. The girls at this school are not by any means shy. I really enjoyed it."

NELD interns and their children visited the Dexter King Church in Montgomery, AL.

Jill Johnson, age 17, daughter of NELD intern Tom Johnson recently wrote, "What NELD has meant to my father and me"

"Over the past few years, I have heard NELD pop into conversations around the house. I would hear about NELD this and NELD that, NELD meetings and NELD interns. The word had little meaning to me. Like AAEA, it was some remote term in my vocabulary--an organization to which my father belonged, an organizer of meetings which nabbed my father for a few days here and there, and one of the many files through which I occasionally browsed when I worked in my dad's office. However, through a program a little more than a year ago, I learned more about what NELD is. I spent a week in Alabama as part of a NELD diversification workshop. The trip gave meaning to NELD in three major ways--it gave me a chance to be part of my father's work, it taught me more about the purpose and workings of NELD, and it allowed me an experience which had a great impact on my views of the world.

My trip to Alabama was part of an exercise encouraging the NELD interns to incorporate their personal lives into their leadership and professional roles. I accompanied by father to Tuskegee, Alabama. While I have accompanied my father to meetings before, and had even participated in programs for children of those involved in the meetings, I had never been involved in a program which paralleled my father's own agenda. I was not in the same group as my father, nor did I do exactly the same things as he did, but I did sit in on some of the same seminars and presentations that he did. I learned a little bit more about his role and involvement in NELD.

I had never been to Alabama before. I learned a lot about the civil rights movement. I had always had an interest in this time period, but seeing the actual monuments and landmarks made the era much more vivid, more real. I had known of the more famous leaders of the movement, but the trip taught me about the lesser known contributors. I also learned that racism is not gone. I saw segregation in present-day Alabama. One of my hosts was from a county in which every white student attended a private

school in order to be separate from the black students. I learned more about my own prejudices through the trip. I am from a predominantly white community which harbors a great deal of prejudice and racism. While I was aware of this type of outright racism, I was less aware of subtler forms of prejudice. By spending the week with black host families and attending a predominantly black high school, I became aware of my own prejudices and was able to alleviate some of my own uneasiness and misconceptions. I learned about a culture that I had hardly recognized before my trip. I was also able to spend some time with some neat people I would never have met, otherwise. I was thrown in with a group of varying ages from a wide range of places, none of whom I knew at all. I enjoyed getting to know them and learned a lot about the openness and insight of those younger than me. Finally, I got a taste of some authentic Alabama cuisine. My host in Green County made the best fried catfish and coleslaw I've ever tasted! All of the local people who offered us food, places to sleep, entertainment and rides all over Alabama were great. I guess I learned something about Alabama hospitality too.

I look back at my trip to Alabama as one of the most important things I've ever done. In some ways it has completely changed the way I think about people and things about which I am unfamiliar. I gained a wide range of things. I learned about prejudice, kindness, and getting along with others; I found out what my father does and what NELD does and even the role of extension; I made new friends and saw new places; I even got to take a few days off from school. Now when I hear NELD in conversation I have an experience, a collage of people and places, and an understanding of purpose."

Program Planning for the Tuskegee Seminar

Planning for the first of the NELD diversity seminars, the one held in Alabama, began with staff discussions about what themes should be central to the program. Leadership, of course, was primary. Learning more about African American culture and civil rights history were also integral. And, as always, personal growth was paramount.

After the group's input, I continued seminar planning by reading about African American experiences in the U.S. The readings included Alex Haley's *Malcolm X*; Richard Wright's, *Native Son*; Toni Morrison's *Beloved*; Alice Walker's *The Color Purple*; B. D. Mayberry's *Role of Tuskegee University 1881-1989*; and Martin Luther King's *Where do we go from here: Chaos or community?* to give me a black perspective. And, I read other books to give me other perspectives on some of the same issues.

In planning seminars like this one, there may be a distinct difference between what is planned and what is possible. I came to a breakthrough point one day while feeling frustrated at the lack of "progress" only six weeks prior to the Tuskegee seminar. I had been pushing people who resented being pushed by a white society to develop a conference in my mode, using my agenda and based on a framework of white world conferences.

The differences I noted on the way organization occurred in the black community of Tuskegee were that decisions and contacts were made personally. The social aspects of the contact were primary and came before the decision making. The agenda did not need and should not have a rigid time frame, nor should it have had a fixed series of events. Most of those decisions could be made closer to the meeting time. The leaders appeared to be open to opportunity, to have time to discuss or reflect on what was happening, and ready to personally share information and experience. In ways that adult education often is not, this type of leadership is truly person and/or people-centered.

If I were repeating this conference, the agenda would look quite different. It would show a range of possible activities for given time periods. It would be more flexible, more open. It would look more like the agenda did for the Mexico seminar (See p. 107) with more open space to take advantage of the unexpected, the serendipitous. And, it would continue to conform to some givens, like flight schedules and safety issues.

Program Planning for the Tuskegee Seminar: Site Visit

A new level of program planning began when I placed my suitcase in the back of a Tuskegee University 1/2 ton pickup truck, being careful to avoid the flats of heat resistant tomato plants that filled most of the floor space. George Paris and I set out on a two day trip across The Alabama Black Belt. George described the Black Belt as the strip of land running through central Alabama, from east to west, where the black soil supported cotton plantations. After the Civil War when plantation life ended, many former slaves stayed on the land, giving the term a second connotation.

Our mission was two-fold. We were distributing the heat-resistant tomatoes to Extension offices and individuals in Wilcox, Lowndes, Sumter, Marengo, Dallas and Montgomery Counties. And, at the same time, we visited with leaders in the rural towns and counties from Tuskegee to the Mississippi border in preparation for the NELD intern classes I & II diversity seminar planned for the following spring.

George and I met with Esther and George, Gertrude and Alfonzo, Ida and Betty, all county extension agents. We heard stories about their contacts with farm families and young people; their struggles with housing and health issues; the economic issues surrounding a proposed prison, chemical waste disposal and the dog track in the area. We walked through their offices, met other county agents and passed out the newly

developed tomatoes that impressed me more and more as the temperature in the back of the pick-up truck rose and the plants, jostled by the movement of the vehicle, continued to stand strong.

Many of the county agents we met were central players in the NELD seminar held a year later. They effectively provided the network that made arrangements for the visits and overnight stays for each intern group. And, during the seminar, they accompanied the small groups of interns to their host families, to the meetings with local leaders, and to the assorted site visits each group made.

George and I visited some of those same leaders on our planning tour. In Wilcox County, George stopped the truck at the Freedom Quilting Bee. Mrs. Witherspoon had begun this cooperative in 1966; an outgrowth of the Civil Rights Movement. It was, according to a state publication, "...then one of the few all-Black women's cooperatives in the country. It was formed to give area women steady work and has since achieved national recognition for its quilts, using designs that come out of a 140-year-old tradition" (quoted from *Alabama's Black Heritage: A Tour of Historic Sites*, p. 13). It was this and far more.

To get there, George and I had driven down a narrow road, past small homes and farms. The Freedom Quilting Bee was a cement block building with two rooms, built by community members. In the larger room, a group of women sat around a large quilting frame, hand stitching one of their products--a star quilt. They talked and laughed freely as a group would do that has been working closely together for years. As was true throughout the seminar, our intention was to meet the leaders. This group of women formed a leadership core of Alberta, Alabama, in the heart of Wilcox County. Wilcox has been known for having one of the highest infant mortality rates in the U.S. There are several reasons for this, income levels being one, mistrust of the health care system another.

Mrs. Witherspoon and her colleague, Lucy Abrams who now directs the cooperative, decided the statistics and the reality behind them were unacceptable. Together they began the long process of changing the health care system of the area. They sought more than visits twice weekly by a physician in the next county. They raised the money to set up a health care trailer near the Freedom Quilting Bee and to hire a full-time nurse practitioner expanding the health care available in the area.

Another issue the community faced was lack of day care and hungry children, especially during the summer months when the free-lunch program in the local schools was not operating. These community leaders, sitting around the quilting frame in Alberta, made plans to construct their building for the cooperative large enough to hold a day care center. The second room in this complex now houses about 30 young children. And, during the summer months, the older children living within walking distance come to the cooperative for free lunches.

As we continued the journey, George began talking about his experiences as a young civil rights worker, involved in voter registration and other activities. Later that day, he told me, I would be staying overnight with Mrs. Saunders, another person actively involved with civil rights activities. Travelling through Montgomery, Selma, Etuaw, and Epps with George was more than hearing about the civil rights history of the area, it was living the history.

When the interns came to Tuskegee that spring, they too experienced living the history. The whole group walked across the Edmund Pettus Bridge in Selma, following in the steps of Martin Luther King, Jr. We stood quietly in the Dexter Avenue King Memorial Baptist Church in Montgomery where King began his leadership in the Civil Rights Movement, and walked from there to the civil rights monument at the foot of the Southern Poverty Law Center. There the water that runs over the monument also ran over our hands as we touched the dates portraying the civil rights story.

Tuskegee Seminar: Video Production

As part of the diversity seminar, NELD and Tuskegee University cooperated to produce a 30 minute video, "NELD interns visit the Black Belt". Rick Vaughnes of Tuskegee University orchestrated this production, drawing on film crews from Tuskegee University and from public television in Montgomery. Cameras followed interns as they met with community leaders and as they lived with their host families. The group discussions and the final debriefing session was filmed. The spirit of the Tuskegee seminar shimmers through the video.

The interns experienced more than history on their visit, as did George and I. There were visits with Edmund Bell, Sumter County Tax Assessor; Frank Lee, Chair of the Macon County Commission; John Covington, principal of Booker T. Washington High School; Hank Sanders, legislative representative; Dr. B.D. Mayberry, retired Associate Provost and Director of the Carver Research Foundation and more. Beyond the meetings with individual leaders, one of the intern groups was involved in planning a demonstration against unequal treatment of black and white high school students. The interns came to the site of the march the next morning, only to be caught up in questioning whether they dared take the risk of walking in such a march. The same question was clearly on the minds of local residents who may have been risking job and home to participate in the demonstration.

Late afternoon, George and I drove into Coatopa. He turned off the main road onto progressively narrower secondary roads, then to a single lane dirt road that wound through fields and trees, and opened into a farmstead. I could see three neatly tended spring gardens, with room set aside, I was sure, for heat-resistant tomatoes. There was a pond to the back of the house and a barn to the side. Cows grazed next to the barn. Geraniums were blooming in small gardens on each side of the sidewalk up to the front door; Mrs. Saunders walked between them, expertly using the crutch that had replaced her leg since childhood.

George introduced us, chatted awhile, then left saying he would return in the morning. Mrs. Saunders and I walked around her farm. She raised her own food, from the catfish in the pond to the tomatoes in the garden. The gardening habits were formed while raising nine children alone after her husband's death. She was proud of her prosperity, having inherited the farm from her aunt and uncle who raised her after her own parents were unable to do so. She was proud of her children, eight of whom had completed college. She had pride in her years of civil rights work and the impact it was having, although too slowly, she said.

We ate dinner with her granddaughter and great granddaughter who were sharing her home. We did the dishes together, standing on the sagging floorboards by the sink where many women had stood before us. That evening I discovered, as I relearned in later stays in other homes in the area, that the television and the telephone were essential. One provided entertainment and a look into the world beyond the community. Turning on and off the television was the first and last event of the day. The other offered links across the neighborhoods that were more than lines of gossip. The phones were a system of support and security.

George arrived early the next morning and we left with warm hugs. I was thinking that there was much more I could learn from this principled woman about her story that spanned and was intertwined with some critical years in African American history in the USA. I was also sorry to leave her quiet farm surrounded by catfish and sturdy tomatoes and geraniums by the sidewalk.

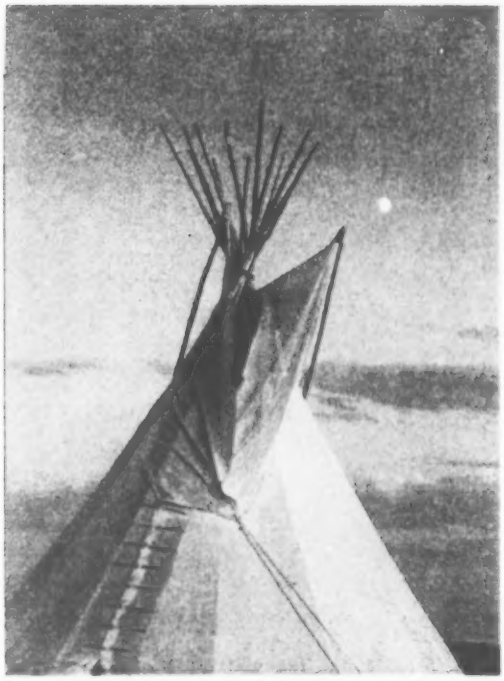
We began the drove back to Tuskegee. It took all day and was punctuated by stops along the road to view memorial markers of civil rights events and to visit the Federation of Southern Cooperatives. We stopped to talk with Robert F. Jones of the Alabama State Department of Agriculture and had lunch at their Farmer's Market in Montgomery.

The tour and the evening were completed as George, his wife, Alice, and I prepared catfish for a group dinner and sat late into the evening discussing history and culture and change.

Experiencing Diversity: The Fort Berthold Seminar

Intern Reflection: The Fort Berthold Seminar
Peter Bloome, NELD intern, reflected on the visit to Fort Berthold Reservation.

On the reservation, each intern was housed with a host family. Abdulcadir Sido and I were hosted by Quentin and Belinda Beston. Quentin is a police officer with the Bureau of Indian Affairs (BIA) and Belinda is employed by the Three Affiliated Tribes in the Circle of Life Alcohol Treatment Program. Belinda had prepared copies of written materials for us as an introduction to the contemporary challenges of reservation life. Quentin drove Sido and me on a tour of the western side of the reservation. We were taken by the beauty of the rolling hills of the range country and the rugged Badlands area.



Teepee on Fort Berthold Indian Reservation

A Brief History of the Three Affiliated Tribes

The Mandan, Hidatsa, and Arikara tribes have long and separate histories in the area. The Mandan occupied the Missouri River Valley about 900 A.D. Five hundred years later, about 1400, the Arikara began moving into the area from what is now south central Nebraska, western Iowa, and Kansas. The first band of Hidatsa arrived from the northeast about 1550, though some scholars place the date at least two centuries earlier. Additional Hidatsa bands moved into the area during the period from 1600 to 1650. The Crow tribe separated from the Hidatsa and moved west around 1650. By 1700, the three tribes controlled the Missouri River Valley and adjacent hunting territories from the big bend of the river in South Dakota to the mouth of the Yellowstone.

1781 was the year of the first major smallpox epidemic among the three tribes. The second and most devastating smallpox epidemic struck the tribes in 1837. Loss of life reached 80% in some villages. The tribes were so devastated that the Mandan and Hidatsa joined forces in building Like-a-Fishhook Village in 1845 in response to continued pressure from the Sioux to the south. They were joined by the Arikara in 1862, the year of the Morrill Act, the Homestead Act, and the Pacific Railway Act. The three tribes lived at the Like-a-Fishhook site until 1885 when they were forced to abandon the site and make their final move onto the Fort Berthold Reservation.

The Leader News

From an article by Joe Froelich, (July 1, 1993), "Canoers converge on Fort Mandan, The Leader-News, Washburn, North Dakota, Vol 104, No. 8; " pp. 1 & 3.

As part of a week-long retreat focussing on cultural diversity, middle level university administrators and other private business administrators from all over the United States camped overnight at Fort Mandan and visited area attractions before again heading down the Missouri River on Monday morning....Guide Gerard Baker of the Fort Berthold Reservation said he is trying to give the visitors a better understanding of Mandan and Hidatsa life from the time the Garrison Dam was constructed back to the ancient times. 'We're working in a backwards time frame as we go,' said Baker. 'We're also trying to give them a better insight into a different culture and people. They've been a very open audience.'

The people dispersed and settled; Arikara in the eastern segment of the reservation, Mandan to the south and west of the Missouri River, and Hidatsa primarily in the Elbowoods area.

The Fort Laramie Treaty of 1851 guaranteed safe travel for settlers along the Oregon Trail which had been in use for a decade and defined the three tribes territorial claims for a total of 12.6 million acres. This area was reduced by executive order in 1870 to 7.8 million acres. Another executive order in 1880 ceded most of the reservation and added some land north of the earlier reservation for a total of 1.2 million acres. The reservation was further reduced by congressional act in 1886 which provided for the allotment of lands and entitled Fort Berthold Indians the same rights as U.S. citizens. The final area of the reservation became less than 1 million acres--less than 10% of its size 35 years earlier.

Loss of Culture

Much of the traditional culture of the Three Tribes was destroyed by the smallpox epidemics. When they were forced onto the reservation, they brought as much of their culture as possible with them as they settled the fertile bottomlands along the Missouri River in a self-supporting agricultural economy.

The second major blow to traditional culture was the Garrison Dam, which flooded the bottomlands, destroyed the agricultural economy, resettled the people in villages separated from the land for the first time in their history, and divided the larger community by an artificial barrier without bridges. A quick look at a North Dakota map verifies the distances involved in traveling from one part of the reservation to another. Officer Beston typically drives 250 miles during an 8 hour shift. He logged 300,000 miles in his unairconditioned police car before the BIA was able to replace it this year.

Jerry Apps at Garrison Dam; Fort Berthold Diversity seminar

The third, and perhaps the most devastating blow to the traditional culture of the Three Tribes was the coming of the missionaries. Indian children were sent to missionary boarding schools--many to a Catholic school in South Dakota--where they were abused in efforts to erase their native culture. Children were beaten, their heads were shaved, and they were given severe work details as punishment for any word spoken in their native

tongue. Traditional clothes and any vestige of their culture were forbidden.

These experiences as children continue to trouble many of the adults with whom we talked. Bitterness and identity crises are understandable given the first-hand stories we heard. One man described himself as a 'recovering Catholic.' Others have blended Christianity with traditional beliefs. These people display a Christian faith that is only one facet of their inner strength. The materials Belinda provided defined spirituality as:

> *A vital and life giving force, part of the human soul associated with feeling and intellectual capacity. Spirit within person and connected to all things. Can be related to religion, but is not a religion. Religion is defined as a specific unified system of reference for a Higher Power segmented into demoninations.*

The attachment to the parish community is not as strong as the attachment to the tribal community. In this respect, the brutal effort to erase the traditional culture was not totally successful. The Bestons and others try to avoid blaming present day whites for the sins of the past, yet I am not anxious to be absolved. I have no reason to believe I would have acted differently given the mind-set and group-think of the time.

A Catholic parish with resident staff has existed for decades on the reservation. I wonder at the significance of the fact that it is still referred to as 'the mission.'

The Home Stays

Living with host families provided insights into the contemporary challenges of life on the reservation. Unemployment is 3 to 4 times higher, per capita income is 1/2 to 1/3, and the percentage of individuals living in poverty is 3 to 4 times that of the surrounding white population. Death rates due to diabetes, alcoholism, and liver disease are 10 to 20 times that of the U.S. population. Average age at death is 49 for Indian males and 57 for Indian females--more than 15 years earlier than for whites. The Fort Berthold AFDC (Aid to Families with Dependent Children) caseload if 62% of the population compared with 8% of the total population. The great majority (90%) of all arrests are alcohol related. Family disputes and spouse, child, and sexual abuse are common. Both Quentin and Belinda work in jobs that bring them into intimate contact with the human reality of these statistics on a daily basis.

The NELD interns and staff enjoyed a group dinner with all the host families before departing the reservation. Each intern introduced their host family and told of their activities with the family during the previous two days. Each host family was given the opportunity to relate what the visit had meant to them and to ask any questions that occurred to them. It was a warm and generous gathering punctuated with roast buffalo (cooked in a pit) and dancing. Local youth demonstrated several dance styles and invited us to join them in some of the easier steps.

Quentin and Belinda love the land of the reservation. They took Sido and me to an overview and a twilight drive across the reservation on our last night. The open beauty was easy to appreciate. I would love to join Quentin on a deer hunt.

Belinda is an accomplished cook and we could eat only part of the meals she prepared for us. Sido and I each received two gifts from the Bestons - a blanket and a dream catcher. It was hard to say good-bye."

Experiencing Diversity: The Missouri River

The second segment of the Fort Berthold seminar was a five day canoe trip down the Missouri River. The intent was to stop at historic sites along the river, moving progressively back in time. Overnight stops were scheduled at the:

**Knife River Indian Villages site--"one of the oldest inhabited sites in North America, dating back 9,000 years.*
**Fort Mandan--a reconstruction of Lewis and Clark's Fort Mandan.*
**Cross Ranch--one of North Dakota's primitive state parks and site of a natural floodplain of the Missouri River.*
**Double Ditch Village*
**On-A-Slant Indian Villages.*

On the river, we saw white tailed and mule deer, fox, skunk, herons, sea gulls, pelicans, and eagles. Walking in the grasslands, there were native grasses and wildflowers enough to fill a child's hand as she collected one of each species. There were Buckbrush shrubs, Silver Buffaloberry, Brittle Prickly Pear Cactus, and Yucca. And there were still stands of Cottonwoods.

Of the Cottonwoods, I read,

> *Cottonwoods only germinate and survive on the freshly exposed sediments, and do not become established under an existing forest cover....Since the Missouri River has been tamed, it is no longer meandering and creating the habitat required to establish new stands of Cottonwoods. Thus the successional cycle has been broken and the existing Cottonwoods are destined to be the last of their kind to reign over the Missouri River floodplain." (Cross Ranch Nature Preserve Guide Book, published by The Nature Conservancy, 1915 North Lynn Street, Arlington, VA 22209.)*

One of the few places where the natural floodplain still exists is Cross Ranch, so the Cottonwoods continue to reproduce there.

Like the Cottonwoods, the lives of the Mandan and Hidatsa peoples were changed by the Garrison Dam. Michael Lawson described the impact of building the dam.

> *Without prior warning the Corps of Engineers entered Fort Berthold Reservation to begin construction of the dam in April, 1946....The construction of the Garrison Dam on their land resulted in the taking of 152,360 acres....Over one-forth of the reservation's total land base, including the agency headquarters at Elbowoods, was deluged by the dam's reservoir. The remainder of the Indian land was segmented into five water-bound sections. Because the bottomland population was...concentrated...the project required the relocation of 325 families, or approximately 80 percent of the tribal membership. For many years successful as ranchers and farmers, these industrious people lost 94 percent of their agricultural lands." (p. 59)*

The legal battles over just compensation to the Three Affiliated Tribes--the Mandan, the Hidatsa and the Arikara--were not yet settled as of the summer of 1993. A total of $12.6 million were allocated in payment for land taken as a result of the dam, for 'land readjustment,' and for breach of U.S. treaties as a result of the dam.

Sympathetic to the losses the Indians faced, Lawson continued:

> *Fort Berthold Indians were obliged to move to new homes....Flooding of the bottomlands rendered the residual reservation useless. Settlement payments were too low to provide full reestablishment for most families. The uprooting of kinship and other primary groups destroyed the community life so fundamental to the Indians' culture. Farms and ranches were liquidated, unemployment rose as high as 79 percent... (p. 61)*

Lawson, M. L. (1982). The Pick-Sloan Plan and the Missouri River Sioux, 1944-1980: Dammed Indians. Norman: University of Oklahoma Press.

Intern Reflection: continued...Canoeing the Missouri

Peter Bloome's reflection continued:

"Our canoeing party assembled below the dam at noon on Saturday, June 26, 1993. NELD interns were invited to bring companions on this part of the seminar experience. Mary Lou and our youngest daughter, Cathy, joined me at this point.

Our party of 24 canoes traveled about 12 miles on the first day. The camp ground was located about 1/2 mile up the Knife River near the town of Stanton. Upon our arrival, tents sprang up like mushrooms. Following dinner, Gerard Baker, our Indian culture and history guide, led us to the Knife River Indian Village National Historic Site.

Awatixa Village

As we stood among the earthlodge depressions at the Awatixa Village (Sakakawea site), Gerard Baker described the cultures of the three nearby sites during the 11,000 years of human activity in the area. He also told of his involvement as an employee during archeological investigations of the sites in the late 70's and early 80's. Gerard found himself in disagreement with the archeologist in charge during those years. At 6'5" and nearly 300 pounds with flowing braids, Gerard's thoughts were probably taken seriously.

A road had been constructed above the village site. Unfortunately, it traversed the burial grounds. During construction many bones were unearthed. Families in Stanton proudly displayed skulls in their homes. Gerard provided volunteer cultural programs in local schools during which he offered to dig up the local cemeteries so that he could trade the skulls of the resident's grandparents for the skulls of his grandparents. He received many of the skulls without the offered trade and he involved the elders of his tribe in ceremonies to rebury the skulls.

Fort Mandan

The second day of canoeing covered 25 miles to a reconstruction of Lewis and Clark's Fort Mandan. We were greeted by swarms of mosquitos. Following dinner, Gerard led the group to an effigy site. The effigy appeared to be of a two headed snake set on a hilltop.

Another hike brought us to the top of a hill above the river bottom where we could see the site of the original Fort Mandan and watch the setting sun. Gerard told us the story of the Black Bears and how they gave the Mandan the ceremonies used in eagle trapping. As he spoke, he pointed out the features of the eagle trapping pit before us. There appeared to be deer everywhere during our drive back to the compound.

Cross Ranch

A strong headwind (30-40 mph) greeted our third day of canoeing. The 12 miles were hard going. These hours of difficult paddling seemed to drain the energy of the group. At Cross Ranch we were told of a thunderstorm that was predicted for the night and we secured our tents.

Gerard led a volunteer group to a buffalo kill site. We looked for artifacts and I found a flint, two smoothing stones, and an old bone. We dug Indian Turnips and Black Sampson. The root of Black Sampson was used to ease toothache and to assist in dentistry. The small piece I chewed did seem to deaden by mouth.

For 10,000 years buffalo had been killed at the site by running them into a steep ravine and dispatching them with spears as they milled in the close quarters. Ancient bones were being exposed as a small gully eroded in the ravine. I found myself imagining what it was like to participate in a kill--I squat behind a small rise on the

side of the ravine and clutch the shaft of my flint-tipped spear as I watch the herd draw nearer. As they approach, men and women spring up in rows, waving blankets to keep the herd moving toward the ravine. The herd turns to the left only to meet another row of waving blankets. They turn again and gallup into the ravine. How big they are! Will I have the courage? With racing hearts we charge down the hill to the confused and milling animals to compete our work. I imagine the satisfaction later as we eat buffalo tongue and liver.

Gerard Baker, Mandan-Hidatsa Indian and brother of Paige Baker, NELD intern, at Buffalo kill site, North Dakota.

Jerry Apps encouraged us to enjoy every moment of the thunderstorm. It began at 2:00 a.m. with a spectacular electrical display and booming thunder. One strike was very near. Then the driving rain began. Our tent remained dry and we felt secure in our warm, dry sleeping bags. It was an enjoyable experience.

Others did not enjoy the storm. One tent blew down. Several leaked and sleeping bags became wet. It was a tired and wet group that assembled for breakfast. Jerry informed us that a second, perhaps more violent, storm was predicted for the afternoon. He announced that we were quitting the river and moving to the Holiday Inn in Bismarck. We would make site visits by car instead of canoe.

A Final Day of Canoeing

I did not want to give up canoeing. Peter Stenslie, our guide on the river, assured me of his willingness to continue. I began to determine how many wished to continue canoeing, at least to a boat landing 10 miles downstream where the situation could be reassessed. Camp was quickly broken and lunches packed. Cathy and I, joined by 14 others, pushed off in 8 canoes. The canoeing was the most pleasant of the entire trip. The group remained in close contact and concentrated on maintaining a fast pace.

At 2:00 p.m. we saw distant lightening ahead and Peder ordered us off the river. A chase vehicle with canoe trailer found us and we faced the decision of whether to load the canoes or continue to Double Ditch Village, which was only 2 1/2 miles further. The majority wanted to continue. We decided to wait until 3:00 to see what the weather would bring. By then it was obvious that the storm had turned to steady rain with little or no lightening. We re-entered the river in full rain gear.

The rain stung our faces as we pulled into the wind toward Double Ditch. We could see our destination--a bluff set off against the dark sky. As we approached from a mile off, vehicles began appearing on the bluff. Our entire party was just arriving from Cross Ranch in their move to Bismarck. They flashed their lights and sounded horns when they saw us pulling hard toward them. They cheered and came down the slippery bank to help us carry our canoes. This greeting and a hug from Cathy made for a special moment.

Acknowledgements:
My thanks to Belinda and Quentin for their warmth and openness. The NELD staff--Jerry, Judy, Boyd, Tim, Melissa--and interns Everette and Glenn, dedicated themselves to serving our needs before and during the seminar. Gerard Baker, Paige and Joan Baker, and their four children added immeasurably to the experience. Paige risked much and gave much in arranging the home visits and canoe trip. Fellow intern Phil Rasmussen both provided and staffed the mobil radio base that provided our security during canoeing. None of the above would have been possible without the dedicated service of these people." --Peter Bloome

Bismarck

We presented a sight upon arrival at the Holiday Inn in Bismarck. Wet and muddy, we were a contrast to the wedding party that assembled at the same time.

Group Discussion

The seminar ended with a group discussion. We were invited to tell our own stories about the experience. The home stays on the reservation were very positive, yet sobering. We talked of the factors that had all but destroyed the native culture, the desperate challenges of reservation life in the present and the brave efforts to revive cultural interest as a means of restoring personal pride and identity. We talked of our gratitude to our host families and our hope to continue contact with them.

One staff member commented that the combination of camping and canoeing while listening to Paige and Gerard Baker speak of being a part of nature had been like medicine to him. Another intern recalled Darryl Red Eagle's comment that, "We should love and respect everything that teacher us about life.

Jerry Apps identified the river as an excellent metaphor for life. You cannot pretend on the river; you can only be yourself. If you do not know the river and cannot read its currents, you find yourself taking channels that are blocked by sandbars. Headwinds make the going difficult at times. Storms occur along the way. You cannot go back to calmer water, but only move on to the uncertainties around the next bend. The very hard paddling and the thunderstorm served me as metaphors for CES Revitalization. These experiences sapped our strength and our spirits. I believe that our individual spirits and those of our organizations need nurturing at this time.

Intern Reflection: Custer's House

J.D. McNutt wrote about the Fort Berthold seminar and his personal exploration of his Indian roots.

"I had a late flight out of Bismarck, following the NELD Diversity Seminar on Fort Berthold, so elected to go back over to the city of Mandan. I had noticed in a brochure that Custer's home was near the On-a-slant-village we had visited the previous day. I drove over to the parking lot, secured the ticket to the tour and walked up the pathway to the house. I was greeted by a rather stout fellow in a 1870's period calvary outfit. He was brandishing a musket. He approached me and inquired if I knew anything about the rifle that he was carrying. When I said yes, he asked where I was from and what I was doing in the area. I told him I had been on the Fort Berthold Indian Reservation. He wanted to know if I was one of the 'professors' who had been to the earth lodges in the Village. I said yes and, at that point, he appeared apprehensive. As the tour started, we were joined by a couple from Colorado and a family of four from Ohio. The tour was conducted as if we were there in the 1870's. We couldn't ask modern questions until the end of the tour.

Out on the back porch the tour guide began answering questions, he kept looking at me as if checking to see if he was getting the answers right. He must have thought I was an historian; actually it was quite amusing.

Then the fellow from Colorado began a treatise about how smart Custer was and that if he would have had this and that, he would have wiped out the Indians. After listening to him for a while, I first became sick to my stomach, and then just plain mad. I realized that the man had never been to the Battle of the Little Big Horn site, and he surely knew nothing of the Battle of The Washita. He did not know what Custer had done to the Indian women and children there.

I ignored him, but felt compelled to ask the tour guide what I thought was a relevant question. Why had he identified all of the people in a photo that included Custer, except the Indian? I explained that the Indian's name was Bloody Knife and he was an Arikira scout. When Judy Meyer and I visited the White Shield School during our home visit on Fort Berthold, a woman named Dorene Yellowbird told us about Bloody Knife. I felt the people on the Custer home tour needed to know more history.

The fellow from Colorado began to ask me questions about the Indians. I spoke of the great number who had died of the diseases brought in by the non-Indians. I talked about how the Mandan and Hidatsa Indians of the area were peaceful agrarian peoples and that he and the others should go across the road to the On-a-slant-village and take Darrel Red Eagle's tour. He said he would. I hope that he did.

I may have imparted to him something that he did not know, but it was I who learned the lesson. When you are in a situation where someone is tromping around on your culture, you can do one of two things: you can hate them or you can educate them. It is as simple as that. Looks like we would have figured that out by now."

Evaluative Comments on the Fort Berthold Seminar

I have selected random, anonymous reflective comments made by the interns in answer to two prompts. First, "As a result of this seminar, a few things I want to think more about are..."

*The stories my mother told me.
*How discrimination is almost a natural part of being in groups.
*How my family heritage developed.
*What was the source of my arrogance?
*How will I respond to people who say negative things about Indians?
*What do I have to contribute to NELD as Paige did in this experience?
*Issues of spirituality and my relationship to the natural world.
*What is important to me and my family?
*The relationship of culture and the environment; are matriarchal societies more compatible with the earth?

Second, "When I return home, I plan to apply what I have learned by..."

*Seeking out the 'elders' in my Hispanic community. There is much I need to know and learn...
*Learning more about my own personal heritage by talking to my Dad, aunts, uncles and elders...and attend the next family reunion which, until now, didn't much appeal to me.
*Changing my learning plan by doing more reading about and experiencing diverse cultures. Understanding (or seeking to understand) the origin of one's actions rather than taking them at face value.
*Integrating ideas about diversity into my Extension programs as much as possible.
*Practicing patience. Developing the spiritual side.
*Being very careful and listening to what people have to say.
*Applying the concept of extended family more to my personal and professional life.

Intern Reflection: On the North Dakota Trip

Sandra Zaslow, NELD intern, wrote about her experience on Fort Berthold.

"We should love and respect everything that teaches us about life." --Darryl Red Eagle, Guide at On-a-slant-village

As I fly out of Bismarck, the clouds are sullen and low on the earth's forehead. Good-bye to the Wally Bynum Airstream convention, where thousands of silver trailers sat poised for the road. The sky is like a bowl turned upside down, grey with rain ready to spill out. Seen from this view, it's hard to remember the more personal landscape we found on the trip. On the ground in Mandaree and on the river, our vistas and land/waterscapes constantly emerged and shifted.

One of my fellow NELD interns always has wonderful, unique insights to share with us. As she described the North Dakota experience, she used words like "wet", and "crowded." What a gift, to capture experiences as poetically as she does. But what she really does best is ask GREAT questions! When she talks with people, her questions are intelligently framed and she asks them with genuine interest. Her questions truly engage others and lead to new ways of looking at the world. It really is a joy to have her in our class.

Ray Varcoe, spouse of NELD intern, Karen Varcoe, Everette Prosise, and Sandy Zaslow, NELD interns, in North Dakota campground.

I am learning about tolerance on this trip. Questions surface that challenge my attitudes and actions. How can I better appreciate and accept the ideas, perspectives and contributions of others? How can I learn that when a friend makes seemingly arrogant or insensitive comments, I can listen even when I don't agree? How can I tolerate discomfort beyond my normal limits and still learn from the experience? How can I tolerate the anger of others without getting stressed out? I found the anger of my Indian host toward a few of the NELD interns to be almost unbearable. The very air seemed to vibrate with hostile energy during our home stay. I retreated from the anger, looking forward for a neutral zone from which I could observe without judging. Despite the discomfort the situation produced, I loved hearing the stories she was willing to share with us. If she was cautious, it was because our brief visit didn't allow for trust built on shared or common experiences.

We must have driven over every road in the quadrant of the reservation where we were housed. It was wonderful to watch the weather change as we drove along winding roads to special buttes or churches or towns or nowhere. We saw dust devils, a wave of rain blowing down from a cloud that traveled beside us, and a double rainbow over a cattle pen! Our host chats about all the people who live along the way. Even though they may be miles apart, she refers to them as if they are next-door-neighbors. I sense that the people here like to have that kind of space between themselves and the rest of the world. I was amazed that during the years our host lived away from the reservation she kept up with local events and returned (home) to Mandaree for weddings and funerals of family and friends. She was still part of the neighborhood (and social fabric) despite living thousands of miles away.

The worst hours of the trip came when we landed at one of the campsites and were immediately covered by mosquitoes! It seemed like we were inhaling them with every breath! Despite the heat and humidity, I put on a hooded sweatshirt,

thermal pants and top, and nylon rain suit just to make the greedy insect vampires work for their supper! The second worst part was knowing that they would have their revenge when you went up the trail to the bathroom!

Some of the good moments were on the river and around the campfire. Jerry said, "You learn a lot about yourself on the river, and about the way you approach life..." Someone else added that you learn a lot about people's nature when you see them in a camping environment. I learned that I have anxieties when I push the envelope too much. And that I need to keep pushing it at every opportunity. There were times on the river when I wanted to be safe by the shore instead of toward the middle, where my free-spirited partner wanted to paddle. You know who you are, dear friend and fellow voyager--and thanks for giving me the chance to meet my fears head on and enjoy the floating part of the river trip. It wouldn't have been the same if I had missed the pelicans, magpies, swallows, swifts, snakes and deer we saw as we brought up the rear of the group.

NELD in Context: Flooding in the Midwest

Jane Schuchardt, NELD intern, and her family got caught in the 1993 midwest flood while driving home after the NELD III seminar in North Dakota. Their vehicle was totally destroyed and all belongings lost. Jane wrote of the experience:

In Control

Rain beating down unmercifully on rooftops.
Awakened, in the eerie darkness of night.
Danger. River beyond capacity. Water rising fast.
Nature's in control.

Leave everything. Scramble for safety. Frightened.
Stepping down, down, down into the water.
Flood water--waist-high, murky, filthy, swirling.
Nature's in control.

No lights. No drinking water. No phones.
Unexplainable calmness amidst panic.
Hands outstretched to help others.
Nature's in control.

Sunshine, a new day, flood waters receding.
Assess damage. Nasty river mud in everything.
Tears. Fatigue. Stranded. Hugs give strength.
Nature's in control.

Everything lost? No, only material possessions.
Body--weary, but safe.
Mind--still creative, able to consider alternatives.
Spirit--drained, yet restorable.
Today, I'm in control of me.

When we gathered around the campfire, we had a chance to hear stories that were as magical as the fairy tales I devoured as a child. As I listened, I was transported into a different culture and world, and was struck by the richness of this culture. Complexity and ceremony are its hallmarks. There is complexity in family relationships, the clan system and relationships by kinship. And there is ceremony in life events like vision quest and in transition such as death.

This was a very powerful trip, with metaphors popping out at every river bend. Along the way I learned to celebrate others (and my own) successes and to enjoy the journey as well as the destination. Best of all, it brought a sense of renewal and balance to my life, which has spilled over into my home and work environments. Thanks, river, kids, fish and friends!

NELD in context: End of Gulf War

"The NELD foreign travel plans have changed due to the ending of the Gulf War. We will take the interns to The Netherlands and Brussels in September, 1992, to experience leadership of the European Economic Common Market which is scheduled to officially begin operation in that year."

INTERN SEMINAR: Developing a Global Perspective

The Netherlands and Belgium

Program planning: Global perspective in Europe

In staff discussions, following the curriculum committee meeting, we had decided to "develop a global perspective" by learning more about some world changing events, like the EC (and with class III, the North American Free Trade Agreement--NAFTA). Economic changes as dramatic as these do not occur in a vacuum. They offer opportunities to study "white water" leadership, to examine the interrelationships among economic, technological, political, and social changes; while at the same time learning about different cultures. The seminars on developing a global perspective, like the diversity seminars, were seen as ways to extend the work begun in the first and second seminars on developing a personal philosophy of leadership and organizational development and renewal. These were opportunities to look at individual and collective leadership questions through new lenses and in unfamiliar settings. The diversity and international seminars, in addition to being central to the experiences leaders have had, also stood as metaphors for the leader and leadership in novel situations--the white water that Peter Vaill writes of.

Like other seminars, I began planning for this seminar by reading and talking to people. We had subscribed to *The Wall Street Journal* for the NELD office. It offered daily articles on the issues being faced in the European Community, which was to be our central focus. While doing the readings, I made lists of questions, like:

> The EC is being forced to deal with issues such as security and environment before it has fully defined its role or mission. How are EC leaders dealing with these external pressures and the pace of change they are facing?
>
> If a social goal of the EC is "an accelerated raising of the standard of living" (Rome Treaty, Article 2), how is it reconciled with achieving an environmental balance--an equitable use of natural resources for example?

Why are the memberships in the two most powerful groups in the EC structure (the EC Commission and the EC Council) appointed and not elected?

• The lists of questions--and other intriguing ideas--were combined into themes. The central themes we wanted to address in Europe were:

• Diverse perspectives on leadership (from business leaders, leaders in the arts, leaders of marginalized groups, university leaders, political leaders, and EC leaders).

• Influence of rapid and discontinuous change on diverse leaders.

• Alternative approaches to:
-funding (the privatized extension system)
-interdependency/cooperation (the flower grower/auction house cooperative)
-long range planning (the Delta Works)
-ecology (The Green Party)

• Impact of Eastern Europe on Western Europeans (economically, socially, politically)

And, central educational program goals were:

• Build in time for reflection:
-only schedule parts of the days
-have some full days free
-evenings open for intern directed sessions

• Build in tensions: differing opinions on the EC impacts

• Invite companions & others:
-to expand the circle of people who have touched NELD and been touched by NELD
-to reinforce the idea of more integration between work and family.

• Continue networking among interns/advisors/companions through setting up double occupancy lodging, group meals, leisure time, intern-organized activities, farewell dinner in The Hague.

In addition to readings, I received tremendous assistance from the NELD interns, advisors and National Advisory Committee Members--my first realization of the power of the network for next age leadership--with recommendations on people to contact as presenters and on themes that should be included in the program. Although there were many false starts, like the call to Wageningen University, the people I communicated with were generally interested in talking to the NELD interns. As the

In a letter, Jean Dondelinger, Member of the Commission of the European Communities, described the leadership challenges faced in the EC.

The Community's ambition is to create the great single market by 1992, a market in which people, goods, services and capital will be able to move freely from one member country to another. The frontiers which have divided us too long and prevented us fu shall not lose sight of the social dimension of the policies we pursue or overlook the need to develop those regions which lag behind the rest of Europe. There must be a place for every region, every individual, in the European Union which is taking shape before our eyes.

planning progressed, contacts also came from unexpected sources. I was working with Burkhalter Travel Agency's group travel department. As the program developed, Ed Mani, of Burkhalter, worked in tandem to coordinate the logistics. Part of the planning involved arranging flights on KLM airlines which led to a meeting with the KLM midwest sales representative, Barbara Hartnack. Having connections in KLM's world headquarters in Amsterdam, Barbara offered to arrange a meeting with KLM's Liaison to the EC and Vice President, R.C. van den Maaten. On the inspection tour taken eight months prior to the seminar, I met with a KLM representative and was intrigued by the company assumption that a global perspective was a given, not a topic for discussion at a future's conference. During the October seminar, R.C. van den Maaten gave the group a powerful presentation.

The inspection tours prior to the diversity and international seminars were essential parts of the planning process. They established a personal contact and gave legitimacy to the seminar--all but one of the twenty-six presenters we met with in Europe were volunteers. Time was taken to introduce NELD to the presenters as well at these meetings. The inspection tours, although compressed in time, were also critical for determining the pacing between activities, selecting places to build in reflection (like Brugge and Tlaxcala, Mexico), examining hotels and restaurants and cultural or historical sites. And, I loved doing them; being paid to travel has been a life-long dream!

Evaluative Comments on the Europe Seminar

The interns wrote reflective comments during each seminar which, after being summarized by Boyd Rossing and Tim Neuman, gave us insights into future learning activities. Some things learned from the Europe seminar that were integrated into the Mexico seminar were:

* Select presenters who have a passion for their topics.
* Offer fewer topics and spend more time on them. (For some reason I had to keep relearning this lesson.)
* Block out seminar time for processing, reflecting, walking, talking, and resting. (This is one of the most difficult things to do when many people with great ideas are included in the seminar planning process.)
* A study tour has different goals than a tourist visit. For the Mexico trek, visits like the diamond factory and Delft pottery works were eliminated. In Mexico City, a day

was set aside for participants to visit tourist sites, shop, or do nothing.
* Keep the informal discussions with small town leaders.
* Limit the travel time--choose sites that are closer together and spend more time at each location.

Beginning in Amsterdam...
A sleepy group of 39 NELD interns of classes I and II, 10 companions, NELD staff and a NELD National Advisory Committee member, plus tour guides met in the Scandic Crown Hotel in Amsterdam. From this central location, we ventured out on four different days, visiting with leaders at KLM, the Rijksmuseum, Wageningen University, and Westland Flower Auction. The intent was to explore leadership and the impact of the coming European Community in a variety of different arenas. A room was reserved in the Scandic Crown each evening for optional, intern-led group discussions on the implications of the day's discussions and visits.

NELD Journal Reflection: Learning through Mistakes
Amsterdam is seven hours later than Madison, something I learned indelibly late one Monday afternoon while trying to reach our contact person at Wageningen University in The Netherlands. My call to the university was answered by a man who said he could not help me find Professor Roling. In fact, he couldn't help me find anyone since he did not even work for the university. He just assumed a call coming into a university elevator at midnight must have been important, so answered it.

Enroute to Brugge, Belgium, we visited the Delta Works, a dike building project begun in 1956 and completed--on schedule--in 1986. The Delta Works project was an interesting metaphor for next age leadership. As leaders in novel or unforeseen situations often must do, the Hollanders had to invent and build the tools needed to construct the dike system.

In Brugge, NELD sponsored a reception for invited leaders. These leaders included Gregoir Maertens, chair of the International Esperanto movement; Luc Notredame, a member of the Socialist OCMW, an institute that provides proper housing for the people of Brugge and Flanders; Johan Maertens, who uses bonding-therapy to stifle drug abuse in Europe; and Rolle Debruvne, an experienced biological market-gardener and member of The Green Party. Each of the guests was briefly introduced. These invited leaders then took small groups of interested interns and companions to different areas in the Hotel Pullman lobby. They spent an hour in intensive small group discussions on assorted topics, including the special interests of each of these leaders. The Brugge leaders were patient with our questions that ranged from the impacts of the EC to schooling to child rearing. The program was coordinated by Guido Maertens, Brugge, following the exchange of a series of letters explaining our desire to meet with alternative leaders.

After a day at leisure in the 13th century town of Brugge, we bussed to Brussels. Over the next two days, we met with representatives of the Commission of the

European Communities, the U.S. Mission to the EC and the U.S. Embassy. In each setting, we received briefings on the current challenges facing the EC--from differing perspectives.

Our final afternoon and evening were spent in The Hague, The Netherlands. Dinner was held in a private dinning room in the spectacular Kurhaus Hotel. Outside, a wild storm blew in off the North Sea. The windows were covered with streams of water. And, Jerry Apps, talked to the group of next age leaders facing white water.

Brugge, Belgium.

Intern Reflection: Serendipity

Sue Buck, NELD intern, stayed on in Europe following the NELD seminar to expand on her Innovative Leadership Project and to take a journey into her past.

"England in October, 1992, was colder than when he traveled to his native land in the summer of 1917. He being my great-grandfather who had left his home in Cornwall in 1888 to travel to what he believed was a better life in the United States. At the age of 45, he returned to his homeland by train and by ship to visit parents and siblings he had not seen for 25 years. The entire journey took nearly six months, leaving his wife and six children in Ironwood, Michigan, to run the grocery store. With a 115 page diary documenting his trip, I used his writings as a guide to find my own roots and to understand my own culture.

I traveled to London from Amsterdam following our NELD Seminar in The Netherlands and Belgium. Touring the sights of London as he did, although several places were no longer in existence because of wars and the passing time, I felt a connection to my family that I never had. This connection was even stronger as I took a Brit Rail train to Penzance, Cornwall, the home of my mother's grandfather.

I arrived on a sunny afternoon and at once settled in to a Bed and Breakfast. I located a friendly taxi driver to continue my journey. We traveled to my grandfather's birthplace, Goldherring Farm, located four miles west of Penzance. The current owners were not home, but I explored the area surrounding the old stone farmhouse with its great view of the Penzance harbor. We traveled on to the Botalack Tin Mines on the cost of Cornwall where he had worked for two years before immigrating to the U.S. Other places were visited that afternoon based on highlights of my great grandfather's visit of 1917 such as St. Just, Land's End, Mousehold, etc. His travels were made by foot or horsedrawn cart over a three month period. My pilgrimage was made in four hours with a helpful guide.

Once back in Panzance, I made my way to a tobacconist shop that was owned by my mother's second cousin. And that is when I felt fate take a hand. It so happened that on the same afternoon, a young woman who was also tracing her roots stopped at the tobacconist shop. She was from Australia on sabbatical from her nursing position in Melbourne. She was looking up this tobacconist/barber because he was also a second cousin to her father. We both were in Penzance, doing the same thing, for the same period of time, and had arrived on the same train! Even more strange was that she had also been in Amsterdam at the same time as the NELD Seminar. The three of us (including the tobacconist) spent the evening together sharing each other's histories and determining how we were related. What we finally concluded was my great-grandfather's brother immigrated to Australia about the time my great grandfather went to the U.S. and a third brother stayed in Cornwall. This third brother became a tobacconist and was the grandfather of the current owner of the shop.

Of most interest to me was how familiar certain habits were. The tobacconist's features were very similar to my grandfather's and he had the same finger drumming pattern as my grandfather did. Many of the voice intonations my Australian cousin had were very similar to my own. The whole evening was one of reaching back into the past and understanding where some of my own habits and preferences were derived. I now know where I have gained the love of the water and coastal villages.

October 20, 1992, was a peak day in my life, a feeling of being grounded. My new cousins and I have kept in touch and we look forward to future visits. The meaning of family, of heritage, and of tradition, all part of our personal culture took on a new significance. Because of this, my own NELD project on cultural diversity took on a deeper intent for me."

Intern Reflection: The Netherlands Seminar

Dale Mutch, NELD intern, reflected on the meaning of the European seminar and what it meant to have the opportunity to include his wife, Gretchen, on the journey.

"The Netherlands trip was fantastic. Gretchen, my wife, came on this trip as a companion. I cannot emphasize the importance of including those who we love the most. This seminar allowed my wife to learn first hand more about what I was experiencing. It also allowed us the opportunity to discuss and explore more about ourselves.

Learning about the European Community was extremely valuable. Seeing the pride and dedication of the Dutch meant a lot to me. This experience allowed me to see first hand how the world is getting smaller. It also reinforced how difficult and slowly change happens. Many similarities in the European Community can be associated to home.

The most important lesson I learned from this seminar was to listen. Listen and don't place my values unless asked. It seemed many Interns disagreed with the building of the Dike system. However, these same Interns didn't appreciate how the plan went through many changes yet was completed on time. I learned a lot from this experience, I learned that I don't have all the answers and that I can't completely understand everyone's decisions until I'm places in their shoes.

Quick flashes from the Netherlands: eating lunches with Gretchen, Juan and Diane, Paige and Joan, Glenn and Deb, listening to a guitar player in Brugges, chocolate, the Dike, Amsterdam, KLM, European Community, The North Sea, braille on Dutch money, red light district, Brussels, friendship and talks with Beth Wheeler.

INTERN SEMINAR: Developing a Global Perspective: Mexico

> **I look forward to the learnings NELD-Mexico will bring; am thinking about the cafeteria that adventure will be and am wondering about the reach I will need to find in myself, the stretch that is yet unknown. This program makes me wonder and stretch a lot. --Diane Flynn, letter of August 23, 1993**

Philosophical Assumptions on Teaching in NELD - Mexico Seminar

The seminar on developing a global perspective for NELD class III was held in El Paso/Juarez, Mexico City, and Tlaxcala, Mexico. Some of the same themes present in The Netherlands/Belgium seminar reappeared in this program. The NELDstory will be printed prior to the Mexico seminar, so, instead of reporting on the experience, I will use the tentative agenda for this program as a means for further explaining the philosophical integration of teaching and program planning used in NELD. One of our greatest challenges in NELD was to make all aspects of the program--the teaching and evaluation and program development, even the operation of the NELD office--philosophically consistent with Next Age Leadership.

Some of the philosophical assumptions underlying teaching in NELD, and reflected in program planning, are well stated by Parker Palmer in his book, *To Know as We are Known: Education as a Spiritual Journey* (1993, Harper: San Francisco). Some examples are:

* *...knowing is a profoundly communal act. Nothing could possibly be known by the solitary self, since the self is inherently communal in nature. (p. xv)*
* *...real learning does not happen until students are brought into relationship with the teacher, with each other, and with the subject. We cannot learn deeply and well until a community of learning is created... (p. xvi)*
* *...to know something is to have a living relationship with it--influencing and being influenced by the object known. (p. xv)*
* *...to study with a teacher who not only speaks but listens, who not only*

gives answers but asks questions and welcomes our insights, who provides information and theories that do not close doors but open new ones, encourages students to help each other learn--to study with such a teacher is to know the power of a learning space. (p. 71)

** ...creating a learning space means resisting our own tendency to clutter up our consciousness and our classrooms. (p. 71)*

** A learning space needs to be hospitable not to make learning painless but to make the painful things possible, things without which no learning can occur--things like exposing ignorance, testing tentative hypotheses, challenging false or partial information, and mutual criticism of thought. (p. 74)*

** ...truth is not a result of authoritative pronouncement but of personal and corporate [group] discernment... (p. 78)*

** ...genuine solutions and authentic answers can only come from within my students [Palmer states], that to 'educate' them I must speak words that draw out their understanding rather than impose my own. (pp. 81-82)*

** Words so often divide us, but silence can unite. In the silence we are more likely to sense the unity of truth which lies beneath our overanalyzed world, the relatedness between us and others and the world we inhabit and study. (p. 81)*

** ...teachers must...create emotional space in the classroom, space that allows feelings to arise and be dealt with. (p. 83)*

Ideas like these provide the foundation for the reflection time built into NELD programs. They are the basis for time spent in small and large groups. They are the reason for the experiential emphasis on learning and the trust building activities that occur early in the process. They are the purpose for the receptions, the long meal times, and free time built into each seminar. They support the quiet circle and the journal writing and the various reflections each intern is asked to complete. These ideas are the foundation for the journal sharing time--one of the times that encourages emotion to enter the learning space. They are fundamental to the purposeful high profile of NELD staff in early seminars with a gradually decreasing presence in later seminars.

There is an assumption that the fledgling learning community (or communities that develop within each class) need to take charge of their own learning and not build a dependence on Jerry Apps or other presenters or NELD staff. NELD interns are encouraged to gradually separate from the formal programs. A goal for NELD is to create independent learning groups that will continue beyond the scope of the formal program--a goal opposite of many learning programs that encourage dependence on "experts" who can provide "the answers." NELD assumes many of the answers come from within each interns and from the interaction with other interns.

Apps' Model of Transformation in NELD

This philosophy becomes more clear when superimposed over Jerry Apps' transformation model used in NELD--steps of becoming aware, seeking alternatives,

going through transformation or transition, and finally taking action.

The first stage in transformation is becoming aware that a problem or an issue exists. This is one role for a teacher. Learners may not be able to see what they are facing with clarity. The teacher, working with a group, can bring simplicity to what appears complex. There are things each of us is not aware that we do not know--we don't know that we don't know. A teacher can raise questions about these areas. In NELD-in-Wisconsin, Jerry Apps has offered this kind of insight. He is not alone in this role. When we begin with the assumption, as is true in NELD, that each of us are learners and each are teachers, every person in the group can also raise questions for others. And, the advisors, with their broad experience, can provide another such opportunity. The diversity built into NELD provides still another opening--diversity of experience and occupational area with many of the advisors, and the other diverse elements that are integral to NELD as well.

The second stage (and remember that this is not a linear process, but can be a stepping back and forth between stages or a spiraling through the whole process at deeper and deeper levels over time) is seeking alternatives. Already at this stage, the experience and the knowledge of the group begin to take over the teaching. Some alternatives exist within the group and can be shared. The teaching role here is to raise alternatives that people have not thought about. Again, the value of diversity is apparent. It is easy to allow the vision and mission of an organization--its history and traditions--to become blinders that limit the scope of the alternatives presented. The teacher's role is to broaden the scope of alternatives, including ways of thinking, ways of knowing, resources to consider, challenges to the status quo, and more. Alternatives can be gained through reading literature, talking with other learners, meeting with an advisor, or in writing reflections. But, they can also come through watching the sun set on the North Sea; listening to the sound of a waterfall in Stowe, Vermont; watching a Mountain Blue Bird on the high plains of New Mexico; listening to a child's laughter in Mexico City. Alternatives can emerge in discomfort--being afraid in the midst of a midwestern thunderstorm or feeling disquiet at being dropped off at a stranger's home in a place that initially seems very foreign. They can come through shared laughter with trusted colleagues. These experiences can raise alternatives and they can also help set priorities.

The third stage in the transformation is transition and grieving. The NELD staff puts safety nets in place for this phase of the process in a number of ways. In the first seminar in Madison, interns are assigned to small support groups--called Innovation Project Discussion Groups. These groups are encouraged to maintain contact outside of the seminars, and separately from the larger NELD class. They can be a support group. After the experiences of classes I and II, the NELD staff decided to increase the responsibilities these groups had, in an effort to further solidify them. For class III, the groups were asked to work on creating an idealistic extension structure and have their thoughts ready to present to the whole group at the second seminar. We

had also experimented with assigning people to these small groups in class III, where they had been developed by allowing participants to select the people they wanted to work with in the earlier classes.

Other safety nets are present in the seminars. The idea that transition will occur as people make decisions to change is introduced. This occurs both through Jerry Apps' teaching and by Michael Brazzel who talks of entering the void or the wasteland while going through change. In the upcoming New Orleans Assembly--the final NELD-in-Wisconsin activity--Sue Winecki will spend an hour with all the interns on this issue. The idea that transition is an emotional as well as an intellectual experience will be presented.

Outside the seminars, some groups of interns have formed regionally and at individual institutions. These groups of people have had similar experiences and can provide support for each other. Also, for those interns whose director or administrator has participated in the NELD Directors'/Administrators' Workshops, another ally exists who is aware that there may be a legitimate grieving process attached to change. Each NELD staff member is aware of the tensions created through the transformation process being used, and we work as a unit to provide individual safety nets.

The final stage in the transformation process is action. Without action, reflective and skilled, there is no purpose for transforming. The Innovation Projects are action. New approaches to leadership are action. Spreading the theory of next age leadership is action. And action can be the beginning of new awarenesses--repeating the cycle.

Teaching and Learning in the Mexico Seminar

What do these ideas of teaching and program design look like when superimposed over a NELD seminar? Following is an annotated agenda for the Mexico seminar that shows the thinking of the NELD staff that underlies one seminar.

Mexico Seminar
NELD Intern Class III
October 3-14 1993

SUNDAY, OCTOBER 3, 1993
Camino Real del Norte Hotel, 101 S. El Paso Street;
El Paso, TX 79901
Interns arrive in El Paso, Texas, in evening
Getting reacquainted reception

Nearly every NELD activity began and ended with receptions. One of our challenges was to help the university system understand that these "receptions" were not only social events, but were a significant and purposeful part of the NELD curriculum. When a community of learners is being created where it is safe to discuss ideas and to express emotion, the members of the group need to know each other well and have time to get reacquainted at each gathering.

Diane and Juan Moreno at UNAM University, Mexico City. Juan and many others assisted in planning this seminar.

MONDAY, OCTOBER 4 (Camino Real del Norte Hotel)
Breakfast in hotel (on own)

In a group of 30 people or more, it is unlikely that one solidified group will form. It is possible, however, that several smaller groups will form. There were, throughout the agenda, times when these smaller (and hopefully varying) groups could spend time together. Leisurely mealtimes were especially valuable for this small group building time.

10am-2pm La Mujer Obrera (Carmen Ibarra Dominguez, Executive Director; Maria del Carmen Dominguez; Cindy Arnold) Presentations on reality of women garment workers in El Paso and the meaning of NAFTA for these women.

In the first two seminars in the NELD-in-Wisconsin series, interns were given opportunities to examine themselves as leaders and to examine ideas of leadership in the context of their institutions. The last two seminars--Experiencing Diversity and Gaining a Global Perspective--provided alternative situations for observing personal leadership styles used by diverse groups of learners and alternative opportunities to explore leadership in other contexts. The tensions that existed within most of the seminars were ways of holding up mirrors for the interns, guests, and staff to move to deeper levels of personal and institutional questioning and understanding.

The visit with La Mujer Obrera offered an opportunity to hear a group of women leaders deeply opposed to NAFTA (examining the North American Free Trade Agreement from a Mexican perspective was one of the central themes of this seminar) and the impact it could have socially and economically on the community of garment workers they are integrally part of. This group of women have a radical style of leadership. They are highly emotionally charged and have taken actions such as chaining themselves to fences to clarify their mission to others.

Lunch in local church (included in tour cost).
Visit to garment workers factory.
Discussion on La Mujer Obrera as a response to community problems.

La Mujer Obrera is a non-profit organization focusing on improving basic working conditions for immigrant women working in the U.S. garment industry, including gaining access to their pay, to health benefits, and to information on their civil rights as workers in the U.S. They believe these women need to look for the answers to their problems within themselves as they work together to build a community. The women working in this industry are the foundation of family and workforce within the area and, therefore, need to be organized as leaders. The organization is based in the belief that leaders must come from within the community. La Mujer Obrera has a collective leadership structure. Educational programs on preventative health care, English, community orientation, service information, and consciousness raising are offered.

An attempt was made throughout this seminar to increase the time spent on each topic area: to allow for more space to learn about fewer issues in greater depth. (This is one of the changes made in response to evaluative comments from the European seminar held for classes I and II.) For this reason, the visit to the garment factory followed by small group meetings with the La Mujer Obrera leaders was scheduled, along with time to have lunch with the organization's board members. Part of the intent of these meetings was to provide the group with many questions in the upcoming talks with governmental officials in El Paso, and possibly Juarez. Beyond this point, as the group enters Mexico, they will need to be far more sensitive to the fact that Mexico is not a democracy. There is one official perspective on NAFTA--the government position. We were told that our group could endanger people who articulate differing perspectives, so need to respect this cultural difference by limiting questions.

Having this meeting with the advocates for the garment workers first also provides an opportunity to experience first hand the working conditions and get a glimpse into the lives of some Mexican immigrant women in the U.S.

A group of extension agents from Texas A&M will be part of our group for El Paso/Juarez portion of the seminar, bringing their perspectives on the border issues.

3:30pm John Owens, Dean/Director of Extension at New Mexico State University

5pm Welcomes:
Zerle Carpenter, Director of Extension, Texas A&M Extension (Jim Butler and Larry Brown)
Hoover Carden, Extension Administrator at Prairie View A&M University

Following the likely stressful meetings with La Mujer Obrera, the group is scheduled to return to the comfort of the hotel and to familiar formalities of university life. The welcomes are diverse in including representatives from the 1890 and the 1862 Texas extension systems. There is also a contrast between having representatives from both New Mexico and Texas.

Group dinner (included in tour cost)

The group dinner is scheduled to be held at an exclusive club--members and guests-only--in El Paso.

TUESDAY, OCTOBER 5

Breakfast (on your own)

9am Dr. Laurence Nickey, El Paso Health Department (1 & 1/2 hours for presentation and discussion) Dr. Nickey will give a slide presentation on health and environmental issues being faced in El Paso/Juarez. He advocates a border-area health and environmental agency, based in the fact that these problems do not honor geographical, political, economic or social borders.

The fact that the health and environmental issues do not honor socially constructed boundaries or borders is central to the message we hope Dr. Nickey will give the group. In the same way, the issues being faced by Extension and other institutions can no longer be bounded by artificial state, even regional boundaries. Nor can they be resolved by looking at single intellectual disciplines or by drawing on the knowledge of homogenous groups of people. The answers are not simple. It is even possible there are no answers. Dr. Nickey's presentation dramatically represents some of the social issues that underlie the economic and political questions being debated around NAFTA. Although the presentation takes 1/2 hour, we have allowed 1 1/2 hours to ensure that there is time to delve into the questions the slide presentation raises. This is followed by a 1/2 hour break to allow more time for small group discussions on the presentation or other questions. Through the slide presentation, we will look into the home lives like those of the people met at the garment worker's factory the previous day.

10:30am Break

11am Meetings with the mayors of El Paso and Juarez (2 hours total) We have invited the mayors to discuss the issues surrounding the textile industry, particularly the anticipated implications of the North American Free Trade Agreement. Cooperation is also a central leadership issue for both mayors since they are positioned among three states (Texas, New Mexico and Chihuahua, Mexico), two cities (Ciudad Juarez and El Paso), and city/county (Juarez/ Chihuahua and El Paso/El Paso).

1pm Lunch (included in tour cost) Informal discussions with the mayors.

Again, the meetings will be followed by time to continue an informal discussion of the topics raised with the mayors. This is part of spending more time on each topic in a variety of formats--formal to informal. The mayors were invited to talk about political bridge building among their many constitutiencies. Cultural, economic and language differences also complicate the mix. They present very different perspectives on the border issues examined now through the eyes of the garment workers, the extension representatives, and Dr. Nickey.

2pm Alicia Chacon, County Judge, to take group to visit leaders at Montana Vista to experience pride and enthusiasm of community. Alicia sees the people of this colonia (subdivision) as current day adventurers who are doing their part to build a community. They have a tremendous spirit for life and she is very optimistic about their future.

The colonias have grown tremendously in El Paso and Juarez since the maquiladoras (twin plants) were instituted in the 1960s. The growth of the colonias are causing major questions on urban development, legal land use, and infrastructure.

Again, a tension exists between the political perspectives of the mayors and the county judge. Ms. Chacon is Mexican and is involved in working directly with the people of the colonias. Further tensions may come in seeing profound poverty with our eyes while our ears were hearing people's stories of excitement and hope about their family's future in the United States. This meeting introduces the Mexican cultural importance of family and other values.

I anticipate it will be very difficult to make determinations of rightness and wrongness in the experiences the group has had to this point. Building this tension, this uneasiness, is deliberate.

Dinner (on your own)

Again, free time is built in to provide time for small group discussions, for taking quiet time to reflect and write, and to sleep.

WEDNESDAY, OCTOBER 6

Breakfast (on your own)

9am Visit to Maquiladora with Martha Tovar, SOLUNET. The Mexican government instituted the Maquiladora Program in 1965 to enrich economic conditions along Mexico's border with the U.S. Martha describes the program as, "Duty free importation into Mexico of manufacturing equipment, machinery, raw materials and supplies, on a temporary basis: everything brought in under this program, together with the finished or semi-finished product manufactured, must be exported." There are 2066 Maquiladora plants in Mexico currently employing nearly 1/2 million workers. Many of the plants are up to 100% foreign owned.

Martha Tovar is a dynamic entrepreneur who has begun a business offering North Americans chances to visit the maquiladora plants. She is completely supportive of NAFTA and sees tremendous promise for both the Mexican and the U.S. workers in the agreement. She provides a strong counterpoint to the Mexican women of La Mujer Obrera and will accompany our group on the site visit.

We will visit a factory and have time to talk with administrators. Lunch is included in the tour cost.

Martha Tovar joined us for lunch, providing additional time to talk with her.

3pm Flight from Juarez to Mexico City (arrive about 8pm).
Bus to Lutheran Center. The Lutheran Center is a residential adult education facility in the Colonia San Angel district of Mexico City. We will be staying in dormitories and row houses in the Center as guests of Gary and Mary Peterson.

The bus ride from the airport to the Lutheran Center provides culture shock. This may be compounded by being tired after several intense days. There will be a brief orientation to the Lutheran Center.

THURSDAY, OCTOBER 7

Breakfast at Lutheran Center (included in tour cost)

A leisurely breakfast and morning provide some time to unpack and get acclimated to the new surroundings.

10am Meetings with _____ and _____. These men will help us begin to understand the historical and contemporary cultures, political issues and economic questions present in Mexico today. They will provide some context for our visits with various people during our stay in Mexico City.

Our exploration of the Mexican cultures may intensify and deepen during these meetings. Central to the assumptions of NELD is that learning cannot be acontextual. The same is true for understanding the Mexican peoples and trying to gain a preliminary understanding of NAFTA.

Five interns from classes I and II, one advisor and one national advisory committee member will accompany the group during this seminar. Each of them has definite roles during the time in Mexico. Two of these interns speak fluent Spanish and will assist as interpreters--both of language and of culture.

Juan Moreno and Jerry Apps at the Lutheran Center in Mexico City.

12pm Lunches at Lutheran Center. Small groups visit several sites around Mexico City to view projects and meet with grass roots leaders.

Many of the meals in Mexico City will be provided at the Lutheran Center. This offers respite from the intensity of a city of 22 million people and controlls the quality of the food and beverages to minimize the chances of food-borne illness.

The small group visits provide a flashback to the visit to the colonias and to Dr. Nickey's slides. We will have a half day to talk with local people (through our interpreters) and to experience Mexico City. It would have been easy to have a stream of speakers come to the Lutheran Center and not fight the traffic of Mexico City. However, experiential education calls for experiencing. As Parker Palmer wrote, ...to know something is to have a living relationship with it.

The sites being visited were those started through AMEXTRA, which was introduced earlier. This organization was chosen because they use a model of transformative education among peasants similar to the NELD model. This will be an opportunity to see the model at work in a community setting.

Dinner at Lutheran Center (included in tour cost).
Room available at Lutheran Center for evening discussion

There are rooms available each evening of the seminar from this point on. These are part of encouraging interns to take charge of their own learning, and of providing safety nets during the seminar which is intentionally developed to increase discomfort and raise questions--many of which are unanswerable. To start the use of this room, a group of the class I and II interns have been asked to develop a discussion on diversity issues--that relate both to those being experienced in Mexico and to those that exist within several of the NELD intern classes. The discussion will not be led by NELD staff, though staff are likely to sit in as participants. Other interns have also been asked to lead discussions on other topics--the impact of NAFTA on agriculture and sharing of site visit experiences. Rooms will be available other evenings, but no discussion leaders were designated. The evening discussions are always optional.

FRIDAY, OCTOBER 8

Breakfast at Lutheran Center (included in tour cost).

10am Bus to the University of the Americas to meet with Margarita Gomez-Palacio, President; Roberto Dávila, Vice President for Strategic Projects; and Margarita Guitart Padilla, Director. The mission of the University is, "to distinguish itself as an educational center of excellence that meets the new--and critical--international bridging role of higher education. It is committed to preparing bilingual professionals and scholars with an international perspective who will provide leadership and critical support in an increasingly global society."

The meeting with the president and top administrators at the University of the Americas may provide another perspective on life in Mexico. The meeting should give us another chance to meet with female leaders as well. About 70% of the population of Mexico live in poverty. The leaders we meet with reflect that same ratio. The University of the Americas is the most elite university in all of Mexico. It clearly has a global mission and appears to act in ways consistent with that mission.

We will have lunch at the University with the administrators.

pm Meeting with Mexican government representative to learn about NAFTA from a Mexican perspective.

President Salinas' government has made dramatic and apparently positive changes for Mexico during his years as president. He and many of his staff members are U.S. educated, so bring a blend of two cultures to their leadership of the country. This meeting could provide a sharp contrast to the site visits of the previous day with some of the poorest families in Mexico, and to the words spoken by AMEXTRA representatives.

Evening free, dinner on own.
Room at Lutheran Center available for evening discussion.

SATURDAY, OCTOBER 9
Breakfast at Lutheran Center (included in tour cost)

Day at leisure (Suggest Sabado market, arts and cultural sites)

The next two days should be less stressful, by design. They are times to relax and to reflect; times to meet with others or to be alone. They are times to walk in the city markets or museums or art centers and be among the Mexican people. They are times to try to make sense of the contradictions of the previous days.

Mexican girl in AMEXTRA daycare center.

5-6pm NELD sponsored reception
This reception will be an opportunity for further informal meetings with the various speakers who have met with the NELD group in the previous days. It should be a time to delve more deeply into issues the presenters raised or to ask about some of the personal questions that have emerged.

6-8pm Panel discussion on NAFTA
This panel discussion may bring some of the questions on NAFTA into clearer perspective. It should be evident at this point in the seminar that the questions surrounding NAFTA are not simple, nor easily answered. NAFTA can be seen as a metaphor for many of the issues each seminar participant faces at home.

8pm Dinner on own (feel free to host any of our guests for dinner at one of the restaurants near the Lutheran Center).

Gradually, while the group is in Mexico, we will move the meal times onto a Mexican schedule. Dinnertime normally begins at 8 or 9 p.m. The pace of the seminar gradually slows down as well. There is less pressure of time and fewer scheduled activities. This is both to alleviate exhaustion and to enter the tempo of the country.

Room available at Lutheran Center for evening discussion.
The rooms are always available.

SUNDAY, OCTOBER 10
Breakfast at Lutheran Center (included in tour cost)
Morning for leisure, worship or Ballet Folklorica.
Lunch on own
6-8pm Reception followed by a Noche Mexicana dinner (Lutheran Center)
Room available at Lutheran Center for evening discussion.

MONDAY, OCTOBER 11
Breakfast at Lutheran Center (included in tour cost)
Meeting at the Lutheran Center

The theme of including the arts is re-introduced this morning. A Mexican poet will join the group to read some of her poetry and to deepen our understanding of the Mexican culture.

Lunch and farewell at Lutheran Center

2:30-3pm Drive 80 miles to Mission Park Plaza Resort, Tlaxcala. Tlaxcala is a 1000 year old city sitting high above Mexico City. Shades of Tlaxcalan red can be found on the facades of the existing buildings such as the Sanctuary of Ocotlan, the Government Palace with its painted murals showing the history of Tlaxcala. At the archeological site of Cacaztla, even more ancient murals depict the history of the area.

This will be a slow trip across Mexico City--gaining a new perspective of the size and variety of the city.

The last two days in Tlaxcala are critical to the seminar. They are a retreat and a time to regroup before separating. They are a time to think back over the whole of this seminar and to reflect on the composite of the NELD experiences the group has shared.

TUESDAY, OCTOBER 12
Breakfast in hotel (included in tour cost)
10am Bus taking people to zocholo and/or back every 2 hours until 10pm. Most historical sites are within walking distance from the zocholo. Hand-made arts from all over the State of Tlaxcala are available in the town square area.

Again, a day of relative quiet, but in a new setting--a small city high in the mountains above Mexico City. In leaving the city, the scope of the environmental issues becomes progressively clearer as the city evaporates into a haze. There is no escape, however. The Mission Park Plaza Hotel overlooks a waterfall that is brown and foamy with toxins.

WEDNESDAY, OCTOBER 13
Breakfast in hotel (included in tour cost)
10am Whole group discussions on experiences in Mexico

> *This day is a formal wrap-up of the experiences of the seminar and one last chance to discuss other issues that were carry-overs from earlier seminars. The NELD staff organized this day to both help participants think about their experiences and to help staff reflect on the positive and less-positive elements of the seminar. The sessions should be both reflective learning and evaluative.*
>
> It will also be a time for saying good-byes. It concludes with a fiesta.

6pm Fiesta begins (Dinner included in tour costs)

THURSDAY, OCTOBER 14
Breakfast in hotel (included in tour cost)
Early am drive back to Mexico City for flights home

Returning to some of Parker Palmer's comments, there was time built in for communal learning and questioning. There was an ongoing tension present both intellectually and emotionally as part of heightening awarenesses and raising alternatives. Participants and staff were offered the chance to enter a personal relationship with the issues being examined through having time to talk directly with a variety of Mexican people--including native Mexican peoples in Tlaxcala, through continuing the personal and collective introspections begun in the first and second NELD seminars, and through having time built into the schedule for writing and conversations with each other. I deeply hope a learning space was created in the midst of this and the other seminars as I struggle to protect time within the program for silence.

Presenter Reflection: Mexico Seminar
I received a letter during the final month prior to the Mexico seminar from one of our presenters. The writer said,

> *I trust that you realize that my relationship to you and to the NELD program is much more than business; in fact, there is no business involved except providing for your people an experience that will help them to become leaders with hearts for human beings, especially the disadvantaged. The club of the elite has done enough damage to our planet and its people. It's time that all are invited to participate in the resources that belong to all by virtue of birth, not by accident of color or nationality....The time will pass all too quickly until 6 Oct., but I am confident that we have a program that will appropriately impact the lives of the interns.*

Section X

INTERN ACTIVITIES (BETWEEN SEMINARS)

Self-Directed Learning

The NELD program was organized to be a blend of structured and independent learning experiences. Each intern agreed to a 6 month period of personal and professional development (which could have been spread over 1 to 2 years, or completed within 6 months). During that time, slightly over 1 month was devoted to structured learning in the seminars, leaving nearly five months of the time for independent learning. A question NELD staff raised was how attuned the interns were to self-directed or independent learning.

The Learning Preference Assessment was added to the battery of instruments completed by the interns in order to help NELD better understand the interns' positions, and to encourage these to see the importance of developing independent learning skills if these were not already part of the individual's learning repertory. There were assumptions underlying this that self-directed learning skills and desires could be learned, and that they could be self-taught, since there is little in the curriculum directly related to teaching this.

NELD-led Intern Activities beyond Seminars

Teleconferences

The first intern teleconference for class I was held on August 6, 1991. The agenda included a report on the advisor's conference call and encouragement to the interns to contact their advisors soon, if they hadn't done so. The intern learning plans could serve as a way to begin their conversation; a tool for getting acquainted. Several interns mentioned having difficulty getting in touch with their advisors, many of whom were very busy and who traveled extensively.

Interns were encouraged to turn in their philosophy papers and learning plans. Jerry mentioned the names of those who had completed these tasks and encouraged those not mentioned to follow-up.

The interns gave one minute updates on their leadership innovation projects. There was a group discussion on time commitments and rescheduling work. Many interns mentioned that they had heavy summer schedules and were not able to plan on being accepted into NELD, so didn't reduce their work loads. Several said that they would have better control over their schedules by fall. They suggested letting the next group of interns either know earlier that they have been accepted, or letting the interns know that it was acceptable to ease into their NELD involvement.

One suggestion for controlling time was to let the people pressuring them know more about the NELD program and the expectations that accompany it. People needed to

realize that the interns are not abandoning their Extension/other responsibilities, but that they were still making a contribution to the organization (or to their personal relationships), but were using a different format to accomplish it. Some interns talked about setting up an office at home and working there. NELD work couldn't be effectively completed at work, they said. They also mentioned they had learned that emergencies weren't quite so unmanageable as they had thought. (In fact, being gone from the office for periods of time allowed those working for the interns to begin to make decisions, and forced the organization into a flatter structure--where the interns were not making all the decisions, but where they needed to prepare those working with them to have the information needed to make decisions.)

Tim asked about the evaluation instruments and other summaries of evaluation results from the class I introductory seminar. Had the interns used them, how useful were they? Responses ranged from: hadn't had time to examine yet to very useful in developing learning plan. One person mentioned being surprised at the results--by the range of responses people had to the seminar and by that fact that he had misread the togetherness of the group. One person mentioned that the instruments frustrated her because she didn't think they truly represented who she was and what abilities she had.

Joan Fanelli Teleconferences

Teleconferences with Joan Fanelli, Program Leader for Legislative and Intergovernmental Affairs, ES-USDA, were held January 7 and 14, 1992, for intern classes I and II. The topic was political awareness--one of the topics suggested by the curriculum consultant committee.

Joan was asked to respond to three questions:
--What are the current and likely future political realities Extension Directors and Administrators ought to consider?
--What strategies should NELD interns use in their home states to enhance what they are doing with political stakeholders, and yet be legal?
--What general principles ought administrators be aware of to avoid political naivete?

During one of the teleconferences, an additional question was raised: Why is diversity, in program and hiring, important for extension politically?

Joan described where ES-USDA and ECOP were in their political activities and discussed the configuration of congressional and legislative affairs in the Extension Service, U.S. Department of Agriculture. She distinguished between authorization for change and appropriation to support change. The central issues to be addressed in 1992, Joan reported, were 1) nutrition, family, children and youth issues; 2) environmental, especially solid waste and water issues; 3) pesticide and food safety; and 4) the economy.

The NELD staff had intended to offer more teleconference discussions, but ended up focusing in other areas.

Intern-led Seminars and Meetings

The first group of NELD interns, ten strong, organized three seminars. The first seminar was held in Tucson the last weekend of February, 1992. The topics were understanding politics and cultural diversity. Beth Wheeler, intern from class I and at that time a state legislator from Missouri, led a mini-workshop on working with governmental leaders. Everette Prosise, intern from class I, stated he had learned more about governmental workings from Beth than he had from the inservice program he had just attended at home. James Wade, intern from class II, helped arrange visits and tours that accentuated the cultural diversity theme.

In late July, 1992, class I again met. This time, they assembled in Boston to prepare for the international seminar to The Netherlands and Belgium. Tony Fuller, an Englishman who has worked in the U.S. and Europe, and was teaching at the University of Guelph, gave an overview and history of the evolution of the EC since the second World War. He explained the differences in the countries of Europe and how they may influence the workings of the EC. Everette Prosise stated, Tony helped us move off the interstate highways and into the country in our understanding of the meanings of the EC.

New York was the site of the third class I-led seminar. In early July, 1993, Marilyn Corbin, intern from class I, led a group seminar on the outcomes learned from her Leadership Innovation Project on balancing family and work--how to maintain sanity in today's world. Additionally, the interns each shared what they were currently involved in with the whole group.

Prior to the February, 1993, NELD Presidents' Forum in La Jolla, California, class I assembled to update each other their current projects and activities. Taking advantage of this same opportunity to gather, NELD interns from all three classes met in a joint pre-conference organized by Barbara White and Everette Prosise. On the Saturday session, five concurrent sessions were set up. They were: Futures/ES (Faye Richardson, Larry Hudson); Impact of societal change (Kathy Mallon, Duane Dale); Methods for education/diversity (Sue Buck, Dale Mutch); Combined efforts nationally regarding ES and continuing education (Steve Laursen Mary Brintnall-Peterson); System for distance learning (Barb White).

Barb White outlined the conference agenda in an e-mail message of February 19, 1993. "The Saturday evening session will include a 'sharing' session involving discussion/dialogue with interns relevant to their demonstration projects... In addition, it is my intent to bring audiotape comments by Richard Rankin, Deputy Administrator/ Management for ES-USDA regarding 'programming' issues and future directions.

The session on Sunday morning featured three concurrent sessions; I asked the following individuals to serve as facilitators for those sessions: 'Futures' Agenda by ES and NELD...Tom Warner, Chris Stephens; 'Re-visiting ES philosophy/mission'...Glenn Applebee, Marilyn Corbin; 'ES programming: 2010'...Ron Jarrett, Linda Nierman.

Give some thought to the sessions you are most interested in: the purpose of the facilitators is to encourage dialogue and discussion, keep conversation on task, and possibly provide some 'probing' questions regarding the topic. Here is our opportunity to talk about what we have experienced, to look forward to where ES may be moving or should move, etc. We may want to make comments re: the future as we see ES in the current climate or restructuring USDA and our role in the decision-making process, etc."

Zerle Carpenter as chair of ECOP, and Myron Johnsrud, Administrator of Extension, spent two hours with the group on Saturday night.

Beyond the meetings and workshops described above, three other intern-organized seminars were offered during the NELD-in-Wisconsin years.

Carolyn Carter, Eunice Bonsi, and Peter Bloome at Group Dynamics seminar in St. Louis, MO.

Intern-led Sessions: Group Dynamics Seminar

Mary Brintnall-Peterson, NELD intern, Everette Prosise, NELD intern, and Tim Neuman, NELD staff, organized and conducted a seminar on group dynamics. Fourteen NELD interns from all three classes attended the program which arose out of the concerns in two NELD classes about enriching their capacities to work together as a collective.

Intern Reflection: Group Dynamics Leadership

Following is a reflection by Eunice Bonsi, NELD intern, on her experience of the group dynamics seminar.

"True Leadership is to develop an individual who is not just self-reflective for rational clarity but being free from external constraints that restrict people from acting according to their genuine wishes. This kind of autonomy is better expressed by Berlin in 1969 when he said:

> *I wish my life and decisions to depend on myself, not on external forces of whatever kind. I wish to be the instrument of my own, not of other men's*

> *[and women's] acts of will. I wish to be a subject, not an object; to be moved by reasons, by conspicuous purposes, which are my own, not be causes which affect me, as it were, from the outside. I wish to be somebody, not nobody; a doer--deciding, not being decided for, self-directed and not acted on by external nature or by other men [and women] as if I were a thing, or an animal, or a slave incapable of playing a human role, that is, of conceiving goals and policies of my own and realizing them...I wish, above all, to be conscious of myself as a thinking, willing, active being, bearing responsibility for my choices and able to explain them by references to my ideas and purposes." (p. 131)*

This statement emphasizes the two dimensions of autonomy which are part of leadership: freedom from internal constraints such as ignorance, prejudice, dogmatism; and freedom from external constraints such as manipulation, domination and exploitation by others. It was confirmed at the St. Louis seminar that group dynamics will play a major role in next age leadership. Human autonomy should be developed within a network of interpersonal relationships and interactions in a society in which communicative structures are based on concepts of participatory leadership. That is, the communicative environment in the community and in the organization is a major factor in the development of the individual, as the leader critically and reflectively appropriates his/her life.

Berlin, I. (1969). Quoted in Baldwin, E. E. (1989). *Toward autonomy in the 90s: Problems and possibilities for practice in home economics.*

NELD in context: Mississippi River flooding

The week before this seminar was scheduled to be offered in St. Louis, the Mississippi River reached a record high water crest of 46.7 feet, in spite of levees breaking north and south of the city. The flood across the midwest had been intensifying all summer with several states reportng of flood levels that would only be reached once in every 500 years.

Self-Reflections from the Group Dynamics Seminar

One of the questions regularly asked in the self-reflection forms used during seminars was to use a metaphor to describe the experience of the last few days. For the Group Dynamics seminar, the following metaphors were contributed as statements of the intern's reactions to the seminar experience.

- *An inmate who checks the door every day in hope of finding it unlocked, but it is not. This experience has identified the possibility for the inmate to look for loose bars in the window. Same goal, different route.*

- *The rays of sunlight relate to the components that affect leadership. The sun can be disruptive or negative or positive. The enlightenment comes from what each ray brings to the brightness. Rays are members of the group and the base or circle is point of reference from the leader.*

- *Our drought has stressed many plants this summer but a good rain eliminates the wilted and drooping leaves. This seminar certainly 'unwilted' me.*

- *Poking at a few more bubbles from the outside.*

Another evaluative technique used in NELD has been a group reflection on a list of reactions and feelings. The form, adapted from one developed by Dr. Sheldon Rose of the University of Wisconsin-Madison, includes pairs of statements like:

mutually supportive	*conflicting*
emotional	*unemotional*
tense	*relaxed*
cooperative	*competitive*
irrational	*rational*
off the task	*on the task*

This form was used for the Group Dynamics seminar and reflected a group that, by the end of the seminar, felt itself generally mutually supportive, free from rules, involved in the seminar, relaxed, having fun, and attracted to one another.

Intern Reflection: Group Dynamics Seminar
Linda Nierman wrote about her experience in St. Louis.

"The small group experience on group dynamics was very helpful as it put a lot of the "Next Age" leadership process skills into perspective. It was also a good refresher on problem solving. It also provided practice for some of the many challenges of group leadership. Thanks for allowing us to work on this endeavor."

Intern-led Seminars: Valuing the Physically Challenged

Emerging out of his Leadership Innovation Project, Dale Mutch, NELD intern, offered two seminars on valuing physically challenged individuals. Participants included a mix of interns, advisors, and a NELD National Advisory Committee member.

Dale and Gretchen Mutch expanded the NELD theme of diversity, offering two workshops in Kalamazoo, Michigan, on Valuing the Physically Challenged.

The seminars were made powerful through Dale's request to the presenters, called NELD mentors, to tell their personal histories to the group. The power of the stories was in putting a human face on physical challenges. On the first day, mentors told the stories of their visual impairment. Some had been blind from birth, others became blind through disease or accident. Day two included stories from persons in wheelchairs--people whose wheelchairs freed them from restricted activity. Again, the stories came from people who had needed chairs from birth and from those who became paralyzed later in life. On the third full day, the theme was disfigurement and amputation, using the same pattern as the previous days. The final half day offered time for reflection and discussion on the week's experiences.

Presenter Reflection: Gerry's Story

One of the stories was told by Gerry Albertson, Independent Living Specialist in Kalamazoo, Michigan.

Get To:

"Whenever I hear the statement, 'I have to do' whatever, I respond you don't have to breathe, you get to.

Whenever I hear the statement, 'I wish I had' whatever, I respond be careful of what you ask for, for you certainly shall receive it.

These two sayings are related, I think. A story: I was in the city with one of the best persons alive, my brother, Paul. I was 19, he was 28. We were what you'd call stalwarts--long, lean and well over six feet tall.

Gerry Albertson, NELD presenter, Kalamazoo, MI.

We hustled all over the island for seven days straight. One afternoon, while scouting for tickets to a Broadway show on 34th Street and 8th Avenue without success, we decided to check out Radio City on Lexington Avenue and 50th Street. Of course, we had only moments before the show started so we race walked over in our three piece suits--we were so young then. Along the way I panted out, 'I wish they had baby strollers for adults'.

Last spring my brother and I toured Central Park. He pushed me in my wheelchair.

The two phrases at the beginning do go together. It makes sense to me now why I have never been angry about having MS, or diabetes or Bells Palsy for that matter.

I like who I am now and who I'm becoming - not that I didn't before, but it's like Joseph Campbell said, 'the adventure you get is the adventure you're ready for'.

So, be mindful of what you ask for and remember that when it arrives, you don't have to do anything - you get to.

Experiential Learning: Valuing the Physically Challenged

Along with listening to the mentor's stories, the seminar participants were offered the opportunity to experience being blind, having both manual and electric wheelchairs, having facial disfigurements, and wearing a prothesis. While experiencing each of the physical challenges, the group was in public places--cafeterias, shopping centers, a nature preserve, and the grounds of the conference center.

Some of the comments from the seminar included: the sense of being invisible, frustration at the variety of interpretations of the term accessible, the desire to be normal coupled with frustration at current definitions of normalcy.

And, the idea of continuing to offer intern-led programs for years into the future was born in Kalamazoo. The programs were dubbed NELDerhostels.

Participant comments were collected on the last day, including:

- This program provides the mechanism to look broadly across diversity issues. Issues were raised, such as the importance of seeing each other as humans, of community building that allows contributions from all participants to be heard, and of caring for the soul of the community.

- The intimacy of the groups in these seminars (suggested no more than 10 people) was the key to success.

- What about targeting a session to Extension Directors and Administrators? For this audience, you may want to include an attorney who can discuss the impact of ADA (the American Disabilities Act) and implications for personnel.

The question, "how can this program be further improved?" was asked. Answers included:

- There was an excellent mix of mentors (presenters who are handicappers) by age, gender and experience. The mix could be strengthened by adding diversity of race.

- Build in more free time. Participants in a workshop as intense as this one is need time to play, time to vent, time to laugh. Time is needed to be alone and to talk in small groups informally. The location in a rural, wooded setting, with

walking trails and the lake was excellent.

- Giving out the equipment (prostheses, wheelchairs, blindfolds) the night before experiencing them in public was beneficial. It allowed time to become familiar with the equipment in private.

- Laughter was an important aspect of this workshop--strive to keep the same tone. The selection of mentors was outstanding. They brought humor and a balance in knowing who they are and what is important.

- Having a group of people attend the workshops who know each other well may have made a difference in willingness to take risks. In the future, when groups don't know each other as well, you may want to build in some ice-breakers.

- It was suggested that Valuing the Physically Challenged be built into future NELD programs as one of the required courses and that it precede the diversity seminar.

Intern Reflection: Steps to Discovering Me

In STEPS TO DISCOVERING ME, Dale Mutch, NELD intern, tells how he came to offer the Valuing the Physically Challenged Workshops--his NELD Leadership Innovation Project.

"In 1977 I had a disabling accident. On a farm in Michigan I came in contact with a downed power line which resulted in amputation of my left hand and 60% of my body having full thickness burns. My life has been changed as a result of this accident. Today I'd like to share my story of my NELD experience and how NELD has enhanced my ability to learn, and to like myself.
Diversity has become and will remain an important issue for Extension, the U.S.A., and the world in our future. The Extension system organized a Strategic Planning task force to create a plan to address diversity. Dr. Michael Brazzel of U.S.D.A. searched hard to find an individual who was physically challenged in the system to be on the task force. I am the person he found. This was an important step for me. Before being on this task force I spent most of my time trying to be and live as a normal person in a society that treats me differently.

The Diversity task force was different. The group wanted to hear my story. They listened, and valued my differences. They accepted me as Dale. The task force opened a new world for me that I wasn't allowed to share before. At one meeting, Allyn Smith passed out applications for the NELD program. I filled out the application with the hope that I could continue my exploration of myself if accepted. The important piece of this puzzle is that without Allyn, I would have never know about the NELD program. Even though I hadn't been encouraged to apply for NELD by my state Extension system they were extremely supportive once I was accepted. I would like to thank Dr. Gail Imig, MSU Extension Director for her support.

Larry Yee, Paige Baker, Don Trotter, Mary Kaye Merwin and Judy Adrian at Valuing the Physically Challenged Workshop.

Many questions can be raised from this experience. The first is what qualifies an individual to be a leader. The NELD program has emphasized diversity, and therefore has broken how we traditionally stereotyped leaders. People different by color, gender, age, ability, sexual orientation, and national origin were all considered equal candidates to be NELD interns.

I cannot explain why these wonderful events came into my life. However, a friend, Juan Moreno, once told me that throughout your life there will be angels who give you the opportunity to discover more about yourself. I have been blessed with many angels: Michael Brazzel, Allyn Smith, Jerry Apps, Gail Imig, Judy Adrian, Tim Neuman and my wife, Gretchen Mutch. All of these individuals have played an important role in my NELD experience.

You must understand I didn't expect to be accepted as a NELD intern so when I was, it was really exciting. Going to Madison for our first seminar was like going off to college. I was excited, scared, and really didn't know what to expect.

In Madison, I confronted Jerry Apps to ask him if I really belonged here--had they made a mistake. I didn't really know if I was leader and I certainly didn't have an influential position in Extension. Jerry looked me in the eye and assured me that I was important, and a leader. Having heard this from a man who I admire so much has given me the confidence to venture into a spiritual world I might have never known. Dr. Jerry Apps and his staff have changed my life and I'll forever be grateful to all of them.

Part of the NELD experience was to choose an adviser. I choose Dr. Mary Pankowski. Mary has guided and directed me throughout this experience. Our relationship has been mostly by phone yet when ever we could get together we have. Fortunately, we had much in common. Mary loves sports and so do I. Mary is a teacher and so am I. Mary has a wonderful partnership with her husband Joe and so do I with my wife Gretchen. Mary was always available to bounce ideas off. She really helped me realize that Gretchen needed to be part of my NELD experience. Lastly, Mary took time from her busy schedule to participate in "Valuing the Physically Challenged", my

innovation project. The support from Mary has allowed me to explore and discover who I am.

All my fellow NELD interns have impacted me. However, three interns have become almost brothers. Paige Baker, Juan Moreno, and Larry Yee have reached out and guided me to expand and reach a spiritual level I've never known. I know they will be there when I need them and I'll be there when they need me. They are in my thoughts daily and will be friends for life.

The four NELD seminars have taught me to rethink what I value in life. My highest value is my family. Unlike most leadership programs NELD opened doors for family and companions to participate. My two sons, Nic and Luke, participated in the Tuskegee seminar, and Gretchen participated in the Netherlands seminar. I have become a different person from my NELD experience. My family has also changed because NELD opened up doors to include them. From NELD we have become a stronger family. Sharing the NELD experience has created wonderful family reflections.

Prior to NELD I concentrated most of my efforts in agriculture. NELD has expanded my horizons with new readings, journaling and most importantly taking time to search and reflect. I now find a special place and reflect about my values and change. Doing this has allowed me to discover more about my future. I never wrote in a journal consistently prior to NELD. Now I take one on trips and to meetings. Journaling has become part of my teaching process.

NELD has allowed me the chance to explore who I am. It has allowed me to reach inside of me and to discover a piece of me I never knew. The NELD process has encouraged me to speak from the heart."

Intern Reflection: Letter to Ryan and Erin

Larry Yee, a participant in one of the Valuing the Physically Challenged Workshops, wrote the following letter to his children near the end of the seminar.

"Dear Ryan and Erin,

At the moment, I'm sitting on a terrace patio overlooking Gull Lake at the summer home of W.K. Kellogg, the inventor of corn flakes and founder of the Kellogg cereal company. It is a beautiful old mansion with lots of towering trees and gorgeous flowers. The house and grounds have been given to Michigan State University and they have converted the place into a biological center for teaching and research. It's like a conference center with dorms and dining hall and a lake to swim in.

I've been here all week in a special workshop on valuing the physically challenged which my friend, Dale Mutch, has organized. It was his idea for this NELD project and

it's been a fantastic program.

By the way, we're close to Kalamazoo, Michigan, the place where your Grandfather Heitkam was born.

I've missed you this week and because you've been away, I haven't had a chance to talk with you. So I'm writing you this letter to share with you some of the incredible experiences I've had in the past few days. This has been as special as the canoe trip in North Dakota but in a whole other way.

To begin, on the flight to Michigan, I saw an ad in the airline magazine for motivational posters about things like risk, determination, team, attitude, etc. The one on success got my attention. It was a picture of a canoe sitting on a beautiful still lake at sunset and it said, 'Success is a journey, not a destination'. It suddenly dawned on me, this was the essential lesson of North Dakota. Success is the enjoyment of life all along the way, accepting oneself, going with the flow, and giving of yourself to some purpose which you find important and meaningful. (I know you're starting to say to yourselves, 'C'mon, Dad, don't get preachy, just tell us what you did this week.' O.K., O.K.)

Today, I wore a prosthesis. This is a device someone would wear to replace a missing limb. In this case it was a plastic arm with a mechanical hook on the end. Also a make-up artist put a big scar on my face so I would look disfigured and really messed up. Try putting your sock on or going to the bathroom with one hand. It's very difficult, not as easy as you might imagine.

After all of us had been fitted with a prosthesis and disfigured, our assignment was to walk through the downtown mall area in Kalamazoo and find a restaurant to have lunch. We got a lot of stares and it felt strange to attract so much attention. I have often felt different before so it didn't really bother me, but in the restaurant the hostess seated us away from the other people. I wonder what she was thinking?

Yesterday I spent most of the day in a wheelchair. We had practiced a little the evening before so I didn't think it would be much of a problem to go from the dorm to the dining hall for breakfast although I had to take the main road instead of the path because of the stairs. However, I found it to be extremely difficult and I actually considered giving up several times. Of course, I could have gotten some help but my pride pushed me to do it myself. Erin, I kept thinking about you when you were younger and you would always say to me, 'Dad, I do it myself'. I remember and I understand. Simple things you always take for granted like going to the bathroom, getting dressed, or using a car become very hard and take a whole lot more time, effort, and patience.

We rode in a special van to a big shopping mall. It was fun wheeling around the store

but there were many things I couldn't reach or see and I don't know if I could have pushed around a shopping cart at the same time. Ryan, imagine if something happened to you and you couldn't jump anymore or play soccer or climb trees. And Erin, how would you feel if you couldn't do Irish dancing? What would kids at school think if you showed up in a wheelchair and not for a day but for the rest of your life?

The first day of the workshop we experienced being blind. We wore blindfolds and were led around by our new friends. Imagine eating your dinner with your eyes closed. It's always a surprise when you put something in your mouth and food doesn't quite taste the same. What would you do at the salad bar? There were many choices but I didn't know. Of course, you expect lettuce and tomatoes, but marinated artichoke hearts!!! What would it be like not being able to see clouds or trees or flowers or just someone across the room smiling at you.

Chris, one of our teachers who was blind since birth, went swimming in the lake with us and really enjoyed it. Ryan, imagine swimming in a beautiful lake and not being able to see the water. Chris shared with us her idea of vision which seemed strange but certainly plausible. She thought eyes were like round fingertips which were attached to the brain by long coils and if you wanted to see something, your eyes would shoot out of your head, to see (feel) whatever you were looking at and then pop back into your head. But she could not understand how people's eyeballs would keep from getting tangled up if they were all looking at the same thing.

All of these experiences were new, different, and special, but the most inspirational part of the week was hearing the life stories of our mentors. There seems to be something terribly mixed up with our world. We celebrate and hero worship all the wrong things. These people, our mentors--Chris, George, Dale, Deb, Ron, Peg, and Gerry--should be our super heroes!!! They deserve our praise and admiration. Everyday, they conquer incredible obstacles. And yet all they ask is to be treated like everyone else.

Chris and George have been blind since birth. Dale was severely burned in a terrible accident and is now disfigured and he wears a prosthesis on his arm. Deb had polio and wears a special leg brace to walk. Ron lost his leg below the knee in a motorcycle accident and he wears a prosthesis. Peg has spinal muscular atrophy and is almost completely paralyzed. She uses a high tech mobile wheelchair to get around. Gerry has multiple sclerosis, is paralyzed from the waist down and uses an electric tri-cart for mobility.

These people are true super stars. Their bodies may be limited but their spirits soar. Every day their journey is a success. They love life. They care. They accept themselves. They look in the mirror and instead of seeing a terrible handicap, they see a person--like you and me. They also see the stuff that really counts--what's inside, in the heart.

From now on when I need inspiration, when I'm starting to feel sorry for myself or whenever I think I have big problems, I'll think of my mentors, my new friends. They have taught me so much this week, more than they know. It's hard to explain everything to you because--well, it just is and some things I'm still sorting out.

I hope you had a great time this week. I miss you. I love you.

Dad"

Intern Reflection: Turn People Inside Out

Following his involvement in the Valuing the Physically Challenged workshop, Kevin Kesler, NELD intern, wrote this poem.

I've met a lot of great new friends
who inside are just like me.
But when I first gave them a glance,
it's their outsides I could see.

They have some special challenges
which are different than I face.
The fact that they cannot hide theirs;
makes us both feel out of place.

There's one of my new found friends
I've really gotten to know.
The more I see his insides,
the less his outsides show.

This causes me to struggle
and wonder, 'Does this have to be?'
'Do we have to see the outside,
before the inside we can see?'

To first look at the outside
wastes a lot of time you know.
The inside what's important.
The inside we should show.

To move the inside to the outside
is the challenge we must face.
Our society's outside dominant.
Our outsides control the place.

For a friend we'll put time and effort

a friendship to explore.
But a stranger, we just look away,
stare down, or just ignore.

I just realized the answer
that's what life is all about.
All we really need to do is
turn people inside-out.

Hooray! Hooray! I'll go right home
and quickly spread the news.
On Monday morning we'll begin,
but then what will we use?

It could get kind of messy.
I'm not sure we would survive
if our innards were our outards,
would we still be alive?

It's back to education.
That's the only way to go.
To educate society
will let our insides show.

I wish you luck as you go home,
this is no easy task.
To look upon one's insides first,
is quite a lot to ask.

But practice makes perfection
and it can start with you.
If you look at people's insides first,
then that's what I'll do, too!

Valuing the Physically Challenged Workshop: Judy Adrian, Gretchen & Dale Mutch, Mary Pankowski, Melissa Rowlands, Shirley Peterson. Top: Kevin Kesler, Bill Harrison, Nancy Hicks, Larry Hudson.

Section XI

EVALUATION IN NELD: REFLECTIVE LEARNING

A discussion on the purpose for evaluation in NELD was part of the curriculum consultant meeting in January, 1991. The primary purpose of NELD was stated as renewal of the cooperative extension system in ways that engaged the system well beyond the intern impact.

The three evaluation approaches for NELD, identified by Boyd Rossing and Tim Neuman and reviewed by stakeholders, were to: 1) identify and then ascertain attainment of program themes; 2) identify and respond to concerns of key stakeholders; and 3) contribute to the transformation learning process of participants.

Boyd Rossing, NELD staff, helping prepare Indian sweat lodge.

Central to the discussion was the question of which audiences were most concerned with NELD outcomes, along with attempts to prioritize differential levels of interest. The W.K. Kellogg Foundation was certainly interested, as was ECOP. The Extension directors and administrators were another key audience. And, NASULGC would likely be interested. Questions were raised:

-What indicators of change would there be in NELD experiences?
-How could NELD evaluators help various audiences better understand NELD and its purposes?
-Should the advisors be involved in the evaluation process as part of decentralizing the evaluative role?
-What does the W.K. Kellogg Foundation want to know about NELD?
-Would directors and administrators be most interested in evidence of organizational change? For example, are interns pushing the system? Are interns taking ownership of initiated changes?
-Will the landgrant institutions view extension and outreach differently as a result of the NELD Project?
-How will the NELD evaluation show differences in the leaders and for their organizations as a result of participation in the project?

Since the internship experience was the central focus of NELD at the outset, evaluation for that facet of the project received early attention. One goal for this evaluation was to expand participant learning and development. This meant that evaluation was turned on its head and was reinvented as both reflective learning and program evaluation. After listening to the reactions of NELD class I, evaluation was progressively built into the program-in-process.

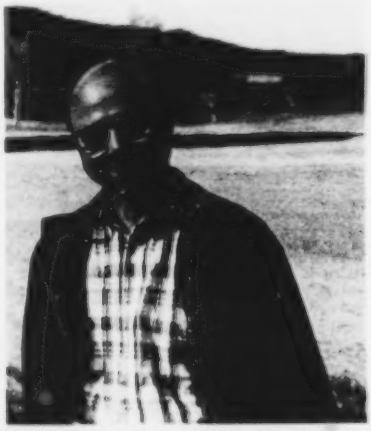
One purpose of NELD was to offer different perspectives and directions to next age leaders, not to enhance the current leadership directions. In light of this, questions were raised about what evaluation questions could be asked. Should the central focus be on change in perspective and on how the participants had grown as people? Another purpose was the renewal of cooperative extension within the context of the land grant college and university system. What questions should be asked:

* About organizational change?
* About how next age leaders were pushing the system and taking ownership of making things happen?
* About changes in the way the land grant university system viewed extension and outreach differently following NELD?

A variety of approaches were used to answer these questions, including intern seminar reflections, standardized personal leadership assessment instruments, site visits, and interim reflections.

Intern Seminar Reflections

Boyd and Tim wrote, "Reflection sheets posed open-ended thought completion statements that help interns become more aware of their thoughts, feelings and actions in the context of the seminar. The focus of seminar reflections is on awareness, openness to broader aspects of one's experience and initial meanings. The emphasis on considering personal and larger implications and conclusions increases somewhat from seminar to seminar."



Tim Neuman, NELD Staff, in Stowe, Vermont.

What was the meaning of reflection in NELD? Boyd and Tim described it as "...an essential part of the process by which we make experience meaningful. Through reflection we become aware of and attend to some aspects of ourselves or of our world as we experience it. We also use reflection to understand the many dimensions of our personal history and its influence on current practices. The attention we give may range from a passing glance to a very careful, recurring examination. These reflective priorities are up to us....Reflection is important for all facets of NELD from understanding oneself, to understanding the next age, to developing one's leadership philosophy, to understanding one's organizational context

to taking responsibility for directing one's learning. Reflection is especially important in the emerging complexities and unknowns of the next age because it is a process by which leaders may discover and work out meaningful directions for themselves and facilitate such results for others. Thus building the capacity for reflective evaluation is a cornerstone of the NELD program....

What is a reflective approach to evaluation?
A reflective approach to evaluation is one that enriches and extends the learning experience of all parties engaged in or concerned about the program. This is done by facilitating reflections on various facets of individual and collective experience at various times in the program. An individual's reflections extend their learning. Collective reflections further extend individual learning and allow collective meanings to form. Furthermore by fostering open ended reflecting the evaluation fosters discovery of new, emergent and multiple meanings. As meanings emerge, persons become more conscious of their values and beliefs and better able to apply them to decisions about what to retain and, or changes in themselves, their organization and program. The principle method of this approach is to both teach and foster reflection through questions or other prompts posed to participants at various times over the course of the program. The role of evaluator in this approach shifts from that of independent data collector, interpreter and judge to one who facilitates reflection by those involved in the program. As these reflections occur, the evaluator then acts as co-inquirer into the meaning of these reflections in a joint effort with others to gain understanding and direction from multiple points of view. Because the evaluation itself is reflective the concepts and approaches guiding the evaluation also evolve as new or enlarged meanings are gained." *Reflective evaluation in the NELD intern program*, Boyd Rossing and Tim Neuman.

Standardized Personal Leadership Assessment Instruments
Four standardized leadership assessment instruments were used with the NELD intern programs. They were chosen based on overlap with some of the tenets of next age leadership. The instruments offered another kind of mirror the interns could use to gain awareness of who they were as leaders. The instruments were not used to determine leadership deficits since one of the ideas of next age leadership is that we don't know many of the capacities and skills that will be needed by leaders in the next age, therefore, we cannot assess whether or not they are present in leaders today.

Kouzes and Posner's 1988 version of the *Leadership Practices Inventory (LPI)* was used. In their assessment of this instrument, Boyd and Tim concluded that this instrument focused on what leaders do and begins with the assumptions that leaders are born and made and that leadership is a skill. The instrument measures self and other's perceptions of what leaders do in five areas: Challenging the process, Inspiring a shared vision, Enabling others to act, Modeling the way, and Encouraging the heart.

Marshall Sashkin's 1988 instrument, *Leader Behavior Questionnaire (LBQ)* was also

selected. The description of this questionnaire stated that it built on Burke's ideas about power and use stating that effective leaders use power and influence to empower organization members to make the leader's long-range vision happen. Leadership is seen as a function of leader behaviors, personal characteristics and organizational context. And, visionary leadership is measurable and can be equated with an expanded concept of transformational leadership. The instrument measures three central areas: leadership behaviors (focused leadership, communication, trust, respect, and risk taking), personal characteristics (bottom-line leadership, empowered leadership, and long term leadership), and organizational context (both cultural and organizational).

Boyd and Tim developed a questionnaire on Personal and Organizational Perspectives. The underlying assumptions were that organizational change and leadership are inter-related ideas and central to the NELD program. Self assessment of organizational context and of personal experiences, capacities, and goals relevant to organizational leadership is critical. And, this questionnaire could stir critical thinking and analysis processes based on the intern's experiences and perspectives. The instrument emphasized two sections: organizational and individual.

Organizational:

1. Description of CES in your state.
2. Description/evaluation of CES leadership styles
3. Societal forces affecting CES
4. Evaluation of CES in your state
5. Future CES action/change
6. 10 year goals and strategies for CES

Personal:

7. Project the roles you might play in CES future
8. Your current capabilities and leadership development priorities
9. Summarize relevant experience in CES, landgrant university, state government, business sector, ethnic/racial lifestyles, other countries.

The last assessment instrument used was the *Learning Preference Assessment*. This was included because most of the NELD-in-Wisconsin intern program was self-directed learning. Participants, through the individual learning plans they developed, in their work with advisors, through their Innovative Leadership Projects, and in their outside readings and reflection worked independently. This instrument gave them information on their approaches to learning and their preference for and readiness for self-directed learning. The inventory items attended to:

Independence/persistence in learning
Responsibility for learning
Orientation to problems/challenges in learning
Desire to learn/change
Confidence in learning abilities

Study, learning, problem solving skills
Goals, planning, organization in learning
Learning enjoyment
Learning amount, impact, balance.

Site Visits in NELD Evauation

Boyd Rossing and Tim Neuman conducted 11 site visits during NELD-in-Wisconsin. On these visits, they met with the NELD intern or interns at a given institution, along with meetings with the intern's co-workers, supervisor(s), and, on some occasions, the intern's spouse. Following the site visit to Minnesota, Steve Laursen, NELD intern, wrote his reflections on the experience.

Intern Reflection: NELD Evaluation Site Visit

"Reflections on topics discussed at the NELD evaluation site visit, St. Paul, Minnesota, November 26-27, 1991.

1. We talked about the several components of the NELD Intern Program (learning plan, innovation project, working philosophy, readings, etc.), and how I've learned, allocated my time, and come to favor each of these components. Two thoughts:

-Increasingly, I'm blurring the lines between these components; they exist and occur simultaneously in real time. The questions that occur to me as I develop a philosophy of leadership, people and education lead naturally to the expansion and definition of my learning plan, to a search for related readings and to the initiation of experiments and mini-innovation projects. Conversely, questions and ideas that emerge from the development of my major innovation project, create new chapters and areas of emphasis in my learning plan and working philosophy. What first appeared to be separate components of the intern program, have now become a totally integrated package of thinking, feeling and experience.

-Second, my NELD experience has become an integral part of my day-to-day meaning and existence, not something separate. Everything I do in my life is directly affected by the thinking and feeling processes engendered by the NELD program. In other words, through NELD, I'm transforming my way of life. The program has reintroduced me to the excitement and fascination of being a learner. I'm spending more time learning, applying and testing what I learn to my life situations, and using what I learn to further develop a philosophical foundation for future learning and action.

Tasks were just tasks until I began to make them learning experiences. Transforming management tasks into leadership activities makes for a more meaningful and satisfying experience.

Decision space was empty and frustrating until I developed a learning attitude about life situations and began to rediscover and explore my philosophy about people, organizations and leadership.

A preoccupation with certainty, control, absolutes and self as leader has given way to a comfort with uncertainty, a thirst for knowledge, a balance between feeling and thinking and a curiosity about the role of leadership in individual and organizational learning.

A fixation with distinction between personal and professional life has been replaced by a more holistic approach to life.

My most exciting and satisfying feelings about NELD arise from this integration of life activity. NELD has truly become an integral part of my life. For me, the processes I've discovered through NELD have become a way of life. In my mind, NELD had an identifiable starting point, but will have no end.

This integration has also diminished my concern about accounting for every minute spent on NELD versus other activities. For some time, I was concerned that I needed to spend exactly one-half time on NELD, and was trying to identify exactly when I was in and when I was out. Now I'm finding that NELD 'is always there'. Though I am determined to set aside certain blocks of time for NELD activity, the fact is, my NELD experience is rapidly becoming a full-time adventure (state of mind). At this point, I'm convinced that the more this happens, the more successful the experience will be to me and everyone around me.

I've come to fully appreciate the value of the evaluation component of NELD. The questions you've asked in your mailings, during our seminars and in the site visit interviews have become more than just another set of forms or a tool for your purpose as program evaluators. The evaluation process has been beneficial in two ways.

When you confront us with a set of questions, it 'forces' us to take the time to collect, organize and express the thoughts and feelings arising from the NELD experience. In our busy lives, your questions encourage us to spend time processing and solidifying what we've learned. Every little bit of encouragement and prodding is helpful to me. Furthermore, a high level of busyness is a hazard for leaders. We need to practice taking the time to be learners, to think, to reflect and to develop our ideas. The more we're asked to practice this, the more we'll recognize the value of such activity, and the more it will become a regular part of our daily regimen.

When you ask your questions, you force me to put my thoughts and feelings into words, and to communicate clearly. This advances the learning experience and helps me develop my ability to communicate; both are essential to an effective leadership process. I'm curious and concerned about how NELD interns can regularly communicate the NELD experience to others within and outside their organizations. The more we hear and answer your questions, the more practiced we become at communicating our thoughts. Ultimately, this practice should give us ideas about how

to communicate our experience and comfort with the process of sharing...."

Interim Reflections

Another evaluative approach available to NELD interns was the interim reflections. The purposes of these questionnaires, sent out at intervals following intern seminars, were to:

- foster participant learning through deeper critical reflection on the processes of leadership and learning to lead,
- assess the level of ability to reflect critically,
- examine the nature and scope of personal development,
- heighten self evaluation of learning and development,
- capture personal meaning of experience,
- increase integrative perspective on working philosophy development, and
- promote self discovery of interrelationships among dimensions of NELD experiences.

Research in NELD

During one staff meeting, ethical questions about research in NELD arose. Evaluation has been redefined in NELD as a learning experience. How do we then access evaluation materials for research without violating confidence and trust (reassurances) given interns? How do we allow others to access these data while protecting identity? Do we control the approaches used with data to include only those that are consistent with the tenor of NELD? When and how do we introduce the ideas about bringing in a participant-observer or other action research approaches to look at data and/or individuals? Had we another year or two to work on integrating all educational aspects of NELD, these are questions we would weigh.

Section XII

CONCLUDING COMMENTS

Intern Reflections: No Frames and No Boundaries
Juan Moreno, NELD intern, delivered the following comments at the "open microphone" of the closing program for intern classes I and II, held at the Kurhaus Hotel, Den Haag, The Netherlands.

"On a day like today, when Christopher Columbus set sailed from the European continent, it took him and his crew nearly two and a half months to reach the new world. Five hundred years later, it took Diane and me just over six hours to reach Rome from New York. Jim Cowan, our good friend from AT&T, assures me that the supersonic transport, the Concorde, can cross the Atlantic in less than three hours. One can't help but be filled with wonder at the smallness of the world our children will inherit.

Interns in The Kurhaus: Paul Baker, Dale Mutch, Barb White, and Juan Moreno.

This past summer, Diane and I took our children to the Kennedy Space Center in Florida. As is our 'natural' tendency, we were sitting on the back of the bus that would take us to the launch pads of this enormous Spaceport. Next to us sat a family from the very country where we find ourselves presently - The Netherlands. They were there also to witness the marvels of space travel and exploration. We had a good conversation with them about our own upcoming visit, in the fall, to their homeland in a visit sponsored by the NELD program.

Nearly two weeks ago now, as Diane and I were sitting at the Kennedy International Airport in New York waiting for our flight to Rome, who should cross our paths again if not this same family from The Netherlands? We were on our way to their homeland, they were on their way to Latin America. Neither of us could believe the tremendous coincidence of this event! Yet, this is precisely the nature of the kind of world in which you and I live.

Being that gift-giving is a universal human activity, we had been thinking about a way to express our appreciation to all of you for the gift of NELD to our professional and personal lives and we also found it at the Kennedy Space Center. It is a picture, a photograph of planet Earth taken from space.

In my opinion, this photograph is one of the most important gifts of our generation to the human story. For the first time, we can see the world and ourselves as never before. This view has no north or south, no east or west, no ups and no downs. There are no first, second, third or fourth worlds - only one world. There are no frames, no boundaries, no frontiers, no borders and no nations to keep us imprisoned between dotted lines of our own making.

Because of what I have learned about you through our NELD experience, I know that in your future endeavors, you will always dare to dream dreams and see visions of a more humane, more just, more equitable, more peaceful and more environmentally conscious world. I am convinced that you will always play a leading role in the reinvention of a world still waiting to be born and, in that journey, even though we are apart, we will always be together. Thank you so very much!

Intern Reflections: The NELD Journey
Linda Nierman, NELD intern reflected on her NELD journey.

Historically, we have been called upon to make many journeys. It may not be a journey over the sea, but a journey due to the present environment.

For most of us, the former may have meant relatives who had the courage to make a crossing to American from the Old Country, or from a tenant farm to the big city. Or perhaps from the East Coast to the midwest. Those were hard, tough journeys made as much for the next generation as for the present.

The originators of NELD worked hard to create a vision and a strategy for the NELD journey. The urgency and need for this journey was crucial, due to changing environment and the uncertainty of the future. Fortunately, this journey from the old paradigm of "how we do things" to the new does not require the major physical moves of our forebearers (across oceans) unless we desire to do so. But in many ways, new knowledge, to operate differently, to create, to teach, to share, to collaborate and to experiment. It requires sharing power, respecting diversity, and being patient with the rapids of change.

Like the generations and leaders before us, the NELD program enabled us to experience another journey...a journey to help us experience a more appropriate leadership transformation for the future.

As we assembled on this NELD journey, we were a diverse group: administrators, practitioners, technicians, specialists and educators. We were from different geographic areas. We were Hispanic, black, Indian, white and Asian. We were Jewish, Catholic, Protestant, Baptist and non-denominational. We were liberal,conservative, and in some cases radical. We were outspoken and quiet. We earned our living in business, politics, education, government and human services.

What brought us together was our common concern of leadership, our role as leaders, the future of our organization and leadership within our organization during these changing times. Most of us were employed by the Cooperative Extension Service and held very strong beliefs about the future of the organization. We had been selected to participate in this journey through an extensive application process. We were all excited and eager to learn. I was especially honored to be among this group. Our first meeting introduced the framework for the internship and actually put adult education theory, how adults want to learn, into practice...participants were told they were to be in charge of their own learning and many of their intern experiences. Some major experiences were planned to strengthen the group process and to provide exposure to new practices, global reality and to gain increased knowledge. Team leaders, Jerry, Judy, Tim, Boyd and Melissa, were to co-captain this ambitious crew. Our journey was into "Next Age" Leadership.

Reflection and journaling was introduced as one of the important navigation tools. Charting included:

- developing a personal philosophy of leadership and understanding "our" own leadership.
- creating a vision for personal leadership and learning and leadership within our organization.
- relationship and soul-searching with an advisor.
- accepting the "unknown" while developing creativity, flexibility, experimentation, and unleashing ambiguity.
- sharing the wealth of experience and knowledge within the group for networking, reflecting, learning, brainstorming, and experimentation.
- expanding the horizons for how "we do things" while leading in the "permanent white water" of discontinuous change.
- experiencing group dynamics and how to work with diverse groups.
- utilization of empowering techniques for capacity building, collaboration, span of support, bridge building and the "freedom to lead."

The beauty of the NELD journey was that the program practiced what it encouraged. The readings were modern and soul searching. The innovative projects and consultations provided opportunity for experimentation, creativity, and skill development. We were also learning how to conduct and develop "Next Age" leadership development in our own organization.

The out-of-state trips and team growth experiences developed mutual respect, a better understanding of diversity, group cohesiveness and an appreciation for how others do things. I especially enjoyed the Alabama "Black Belt" experience and visit to Tuskegee. It was "freedom to lead" to experience student planning of a non-violent march to protest a racial inequity in a public school. Letting the kids participate in the Alabama experience strengthened everyone's involvement.

The involvement with NELD co-workers in business and industry broaden our experience and helped us to see that the problems/opportunities are similar and that collaboration is necessary to "steer the ship."

The European travel experience was a first. The exposure to the development of the European community was a highlight. The timing of the trip was perfect as I reflect on the creation of the European Community and the present development with NAFTA we are now encountering. If only my Uncle could have heard the local citizen in Holland tell how they hid American soldiers during the war. The citizen was very grateful for America's involvement and the freedom obtained. She also remarked that every five years the same American soldiers return to her community to celebrate with them. It is a good reminder to all of us how small the world actually is. The discussion with the various political party representatives was stimulating. A good experience.

I was able to expand this overseas opportunity with a study tour to the Republic of Ireland and Northern Ireland. What a contrast from the Netherlands. The border crossing into Belfast was monitored by soldiers with machine guns, European (British) soldiers. The police and military patrol in Belfast with guns, too. However, the petty crime rate is low. Again, the people are fabulous. Lunch at the Parliament was a real honor and only provided a privileged few.

The Republic of Ireland was beautiful and allowed us to see first-hand the use of European Community resources. They were working to help local developmental projects.

While in Ireland, I had the opportunity, with three co-workers, to share much of the "Next Age" leadership philosophy with some school liaison staff and teachers working in the Dublin low income housing projects. They were impressed and shared many examples for its use.

Our journey to La Jolla and the Presidents' Invitational Forum was powerful! The involvement of these participants and their desire to have the University and its outreach expanded to be more responsible to its citizens was encouraging. I only wish we could have had more discussions. However, the momentum was high for strengthening University Outreach and the dialogue meaningful. Hats off to NELD and Kellogg for including this concept as part of the NELD program. These leaders cared

enough to participate and that is the beginning.

Leadership assessments, reflections, the joint meetings with interns of class I and III and the group dynamics seminar have all been stimulating. Most importantly, they have added the "communication" to this leadership journey: A wealth of talent to build a strong network for supporting "Next Age" leadership in action.

Our journey is officially ending but the crew has just begun to make a difference. The Kellogg Foundation and the University of Wisconsin ECOP are to be commended for making all of this a reality. Without their support of the necessities, this journey would not have been possible.

Intern Reflection: A Camera's View of my NELD Journey
Mary Brintnall-Peterson contributed her experiences in NELD.

"I've spent a lot of time thinking about how I could describe in writing my National Extension Leadership Development (NELD) Program experience and how it's influenced my life. It would be easy to write about what I did as an intern, but that wouldn't help you visualize how NELD impacted my life. During several NELD sessions, Jerry Apps, the NELD National Coordinator, asked us to draw metaphors which would exemplify our beliefs or values about a particular subject. I was amazed how a visual picture provided a better understanding of what an individual believed or thought about a subject, so I began to wonder what metaphor could describe my NELD journey.

Whenever I go on a journey I always take my camera and the NELD journey was no exception. The pictures I take allow me to reminisce about each of the experiences and much like a journey they enable me to move forward in personal growth and development. My growth and development can be seen in the pictures I take but also illustrated by comparing my experiences to my camera and how its various parts function.

My camera's shell provides a foundation for the lens, flash, and other pieces of equipment needed for it to operate. Just like my camera I provide the base for my NELD experience. It's who I am as a result of my experiences as a family member, in education, through employment, as a wife, mother, student and colleague. Just like a camera's shell changes by the attachments added to it I'm changed by the experiences I encounter through life.

In order for a camera to take a picture it needs a lens. The lens allows me to select exactly what I want in the view finder. Throughout the NELD journey, I was constantly looking at different pictures within the view finder. Some of the pictures were of myself and what I believed or thought, some were pictures of differences in individuals, or pictures of different opportunities I had. Experiences included living

with a minority family for two nights, visiting historical civic rights monuments, studying the European Community, or exploring how groups function. Each of the views provided learning opportunities which could be explored by different types of lenses. While in Holland I viewed, through the wide angle lens how national history, cultures and beliefs shape national policy. Holland is known for it's tolerance as a society as they believe human beings should have choices, freedom and an acceptable quality of life. These beliefs were evident throughout the trip, as I witnessed an anti-abortion demonstration without police or violence. We discussed with local law enforcement officers national laws that protected women in the red light district from life threatening diseases; learned about a national standard of living; and visited the Delta Works: 20 miles of dikes in the North Sea, constructed to save lives in the province of Zealand. This experience began to raise some questions for me. I asked myself what are the underlying national beliefs and values of the United States? How does culture and history influence our national beliefs and values? How are they protected through national policy? How do we exhibit tolerance for different perspectives, thoughts and values? These questions helped me reflect and gain insight into why we have some of our beliefs and values and how they influence implementation of national policy.

Mary Brintnall-Peterson and her son, William, en-route to Tuskegee.

I found the telephoto lens helpful as I examined my thoughts and beliefs on leadership. How did my beliefs on human nature affect how I functioned as a next age leader? Was I living the type of life I thought important and meaningful? Did I really know who I was as an individual? Through the use of the telephoto lens I rediscovered the importance of family and friends, yet realized my life had little time for them with school and job demands. Decisions had to be made. I could continue to be content with my life or I could take a risk and possibly find deeper life fulfillment if I made some changes. By changing the lens and looking at the pros and cons of my options I decided to take a big risk. I quit my administrative job, returned to school full time and began to pursue becoming a state specialist so I could do what I loved, teaching and developing innovative programs. Throughout this process, there were times when I kept the cap on the telephoto lens because it was too painful to see the picture in the view finder. Some pictures about myself weren't positive and I had to decide

what to do. I could throw the picture away, ignore it, or develop a plan to focus the picture better. By attempting to focus the picture I learned about myself and how to take a better picture.

An example of focusing was during a group discussion on gender and power in Mississippi. I became upset listening to the various opinions, attitudes, thoughts, and values shared and had difficulty understanding my reaction to them. I hadn't experienced that type of emotion within a group situation before; yet I knew there had to be a reason for my reaction. I reflected on my feelings and thoughts about the situation. Was it something that happened at the meeting that frustrated me or was it something during the discussion that reminded me of similar situations I had encountered? I could have ignored my reaction, but decided to determine why I was upset. Through discussion with friends, and family members, a great deal of personal reflection and journaling along with focusing on women's personal growth and development readings, I discovered my own experiences where power and gender had been used negatively and bordered on sexual harassment and discrimination. By exploring my reaction, I understand more about myself and learned the importance of understanding the impact of one's interpersonal behavior related to power and gender. I also recognized how a past experience or situation can influence current experiences and perspectives.

Perspectives can be better understood when you're aware of the unspoken assumptions being presented in the dialogue. While at the Presidents' Conference in La Jolla, I used my telephoto lens to listen for assumptions about continuing education, higher education, extension and leadership. In my cursory reviews and interactions it was obvious that successful, innovative, and risk taking leaders had a solid foundation of who they were and what they believed. This was also evident as I interviewed successful women in higher education. It was obvious they relied upon who they were, felt comfortable with themselves, and challenged themselves through continual growth and development experiences. One of the keys to successful leadership shared by Myron Johnsrud, Federal Extension Director, was the importance of being true to yourself by growing and knowing who you are. He believes it takes too much time to be a leader, so you don't have time to be someone else.

The decisions I make are filtered through my personal values and beliefs much the same as a camera filters light. It can either let it in by various degrees or keep it out completely. Throughout my NELD journey I filtered in or out opportunities and experiences. The experience was what I made it. At the beginning it was difficult to decide what I wanted to filter in and focus on, but as my journey evolved, I focused on learning more about myself, about women and leadership, and how leadership is affected in groups. Because the NELD experience is designed to be self-directed and individually oriented, I struggled with how an individual demonstrates leadership within a group. I wrestled a long time with the lack of attention to groups within the NELD program design, what it meant to be self-directed, and my perception of the risk

associated with designing an intern group seminar. This questioning period is much like the trial and error of learning to take night photography. With perseverance, I could either forget all about taking night photography or put together a plan to meet my needs. In this case, I put together a seminar for NELD interns and saw others felt group leadership was an important component of next age leadership. It provided a time for us to focus on groups, but for me it provided a chance to review the pictures of myself through the NELD journey and see how I had changed. Pictures of myself were much more focused and clearer. They showed more awareness of what I believed and thought, a life that better reflected my beliefs, and an acceptance of myself with more confidence in my leadership abilities.

NELD and my camera are synonymous in that both provide lifelong memories and are essential in my journey of life as I continue to grow and develop as an individual, wife, mother, friend, and adult educator. Just as I never take a journey without my camera, NELD will be with me as an underlying philosophy of continued growth and development.

Intern Reflections: Life Goes On

Jo Jones, NELD intern and Director of the NELD project as it moved to Ohio State University, wrote a reflection on next age leadership and the NELD experience.

Life goes on.

Dr. Clarence Cunningham, retired Associate Director for Ohio Extension still receives some mail at my office. An example is a booklet called "Nuggets". A copy arrived the other day and as I thumbed through it, the "nugget" that caught my attention was one by Henry Ward Beecher. It goes like this...

> *"We sleep, but the loom of life never stops, and the pattern which was weaving when the sun went down is weaving when it comes up in the morning."*

When I read this quote, I immediately related it to my NELD experience. I soon found myself rewriting it to fit the experience that we as NELD interns have been going through. My edited version says:

> *As we were experiencing NELD, the loom of life never stopped and the pattern of which was weaving when our NELD experience started is still weaving as our formal NELD experience comes to an end.*

The day-to-day operations of Extension continued while we took time off to be part of NELD. The challenge that many of us face is that while we were "changing", others that we work with were not experiencing the same changes.

Questions that have been "spinning" through my mind include: What new patterns

have evolved in the "weaving of our lives" since we joined NELD...since we became "hooked" on NEXT AGE Leadership? What subtle or dramatic changes have taken place in our "leadership weaving"? Are people we work with aware that our "leadership weaving" has taken on a new look? Has the change within us been transferred to our daily actions? As a result of NELD, are we influencing the leadership of others in our administrative circles? Has their leadership pattern taken on any new designs as a result of our modeling next age leadership?

The answers to these proposed questions must be answered by each of us, individually. I challenge you to spend some time reflecting on the questions from your personal perspective. If you are not satisfied with your reflections, then further reflect on what you can do to make those reflections more positive.

When "the sun comes up in the morning" and we are no longer NELD interns, will next age leadership still be an integral part of our "weaving"? My answer is "yes". Together, the NELD interns have woven a web that will hold strong...that will meet the challenges of the system...that will continue to change with the times. Together, we can make a difference!

The Lagniappe of NELD

As Juan Moreno says in his reflection statement, NELD has been a gift. It is a lagniappe--gifts being shared among many people. The people who have shared in NELD include the nearly 800 names placed on our mailing list over the last three years. These are the people who have touched NELD and who have been touched by NELD. They are the power of NELD. You are the power of NELD. We, the NELD-in-Wisconsin staff, thank you for the gifts and the power you've shared.

Jerry Apps Judy Adrian Melissa (Rowlands) Meyer Tim Neuman Boyd Rossing

Appendix A

NELD Intern Activities

The NELD Intern program is based on the philosophy that you are responsible for your own learning, and for planning of much of it.

PHILOSOPHY PAPER - Interns prepare a written statement of their working philosophy of leadership following the orientation seminar on Developing a Working Philosophy of Leadership. You may want to include your beliefs about people and about leaders. You may want to write about the goals of leadership and the process of leadership. As educators, you may want to consider what teaching and learning mean and ask yourself what the content of education should be and what are the purposes of education.

LEARNING PLAN - You will be asked to prepare a personal learning plan to guide your NELD learning. Ideally, this plan will emerge through writing your philosophy paper and discussions with your advisor. It is a fluid document and you will have many iterations. It will include a statement of your present skills, knowledge, attitudes and feelings about leaders and leadership, and about your organization's strengths and weaknesses. It should include a 5-year statement of long-range goals for yourself as a leader and discussions about specific approaches for meeting these goals. The purpose of the plan is to provide a systematic assessment and plan of action for you and your advisor.

ADVISOR - Prior to your orientation seminar, you will receive a list of potential advisors. You will select an advisor at the orientation seminar, and many of the advisors will be joining us on December 9-10. These people have been selected by the NELD office because of their range of leadership experience in both the public and private sectors. Many of them have served as advisors to previous NELD interns so are aware of and excited about the opportunity to work individually with you to challenge and encourage your personal and professional development as you journey through the NELD program.

JOURNALING - Part of the NELD journey includes keeping a journal. The journal is a vehicle for you to continually reflect on and reexamine your assumptions about what is important and what is real--what you believe in and value. Writing helps us become conscious of the meanings events and ideas have for us. During the first two seminars, there will be time to share your journal entries with other group members. Journal sharing is always voluntary.

INNOVATION PROJECTS - Included in your packet of information are examples of Leadership Innovation Projects being conducted by NELD Classes I and II interns. You may want to compare their projects to the one you have proposed doing on your NELD Application Form. Time will be set aside during the Orientation Seminar for you and several other interns to work collaboratively on your projects.

PRESIDENT/DIRECTOR INTERVIEWS - Each of you will be asked to conduct an interview with the president of your university, college or business. You will receive suggested questions, but are encouraged to think beyond them to questions specific to your situation. A parallel interview should be conducted with your Extension director or administrator, or other prominent leader within your organization.

LEADERSHIP ASSESSMENTS - You have already received a series of leadership assessment instruments and a lifestyle assessment. The lifestyle assessment results will be sent directly to you. Guidelines and materials to help you interpret your self assessments of your leadership will be provided and discussed at the orientation seminar. Following the seminar a panel of raters you select will provide feedback on your leadership as well.

SEMINAR AND INTERIM REFLECTIONS - During each seminar you will be asked to reflect in writing on various aspects of your experience using a series of prompt questions. Opportunities will also be provided for discussion of individual reflections within the group.

At intervals spanning several months you will be asked to reflect in writing on your broader experiences in NELD again using a series of prompt questions.

All reflection activities are designed to add to your learning by broadening and, or deepening the meaning of your experiences.

Thoughts for an Independent Learning Plan-Jerry Apps

Background The NELD intern program is based on the philosophy that you are responsible for your own learning, and for the planning of much of it. Thus we are asking you to think about and develop an Independent Learning Plan.

Purpose of the Plan

-A systematic way to assess where you are and where you want to go, in terms of learning about leaders, leadership, and organizational renewal.

-A way to communicate to your advisor what you plan for your intern experience. Your advisor is available to comment on your learning plan, make suggestions for additional resources, and so on. But your advisor needs to see your preliminary plan as a starting place for the discussion.

What Does A Learning Plan Include?

1. A statement of your present skills, knowledge, attitudes, and feelings about leaders and leadership, and about your organization and its strengths and weaknesses.

   Here is an opportunity for you to think about the things you do well as a leader and feel positive about, as well as those things you do less well and want to improve upon. Your statement ought to include skills and knowledge information, but also encompass something about your attitudes and feelings concerning leading and being a leader. (Leadership assessment results may be of use here, also information you included on "Personal and Organizational Perspectives" form.)

   Today's administrative leader is almost always involved with organization change and renewal. A summary of where you believe your organization is, in terms of being up-to-date, vibrant, and responsive can help direct your learning.

2. A statement of long-range goals (five years) for yourself as a leader.

3. A statement of learning objectives (subject to change), related to (1) above, expressing what strengths you want to develop even further, and what shortcomings you want to improve upon. This may include skills, knowledge, attitudes -- anything related to your development as an administrative leader.

4. Discussion of specific approaches for reaching the learning objectives. (May include a timetable or timeline for your personal planning.)

Possible approaches include:

a. Systematic reading plan. Be encouraged to read well beyond the literature of leadership and management. Consider fiction, poetry, and other materials that may give you deeper and broader insights about yourself, about education, and about leadership.
b. Internship experiences. These may include a day or two in a nearby business with the CEO, a week with a top-level administrator at your university or organization, several days over several months with the training director at a major business, and so on. Be creative.
c. Consultancies. You may want to spend a day or two with an organizational development specialist, with an educational diversity consultant, with a budget developer, etc.
d. Anything that will help you meet your learning objectives.

5. A brief statement of assessment. What are some of the indicators you will use to assure yourself of where you are in your learning plan, what you have accomplished, and what you hope yet to accomplish?

Can I Develop My Learning Plan Cooperatively With Another Intern? Of course, particularly if two or more interns have common interests and backgrounds. Some interns may want to cooperate on certain aspects of the learning plan, but not on others. Your choice. What does cooperation mean? Two of you may do an internship together with a business. Several of you may want to spend a long weekend at a retreat center, discussing what you are learning, your frustrations, etc.

Will The Learning Plan Change? Yes, it probably will. As you become more aware of new ideas, new skills and new perspectives, you may want to pursue them in greater depth. Thus your learning plan is changed to reflect this change in direction. Reflecting and writing in your journal is another way to assess what you are learning, and what you may wish to pursue further.

Point of educational philosophy: Seldom is it possible to plan thoroughly what is to be learned, before the learning begins occurring. Thus firm, predetermined learning objectives can be millstones as well as road markers -- it depends on how they are used. It is like traveling on a road enshrouded in fog. You think it's the right road, but when the fog clears, you know the road is not right and you search for another, or you leave the well-traveled paths entirely, searching for your own trail.

Learning objectives are thus a way to get started with your learning. Also, don't overlook the learning occurring that you didn't plan for. Sometimes unplanned learning becomes the most important lesson, if you are open to it. You may have a hunch about something your want to learn, but you can't put it in words. Go for it, don't worry about the words. What you are learning is far more important than skillfully written learning objectives.

Relationship of Learning Plan to Four One-Week Sessions In making your learning plan, you will obviously want to consider what is planned for the four one-week sessions. After a given one-week session, you may want to modify your learning plan, as you become acquainted with new ideas and perspectives that you may want to pursue further.

Appendix B

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Appendix C

List of Acronyms and Descriptions

NELD - National Extension Leadership Development Program

ECOP - Extension Committee on Organization and Policy

ESCOP - Experiment Station Committee on Organization and Policy

NASULGC - National Association of State Universities and Land Grant Colleges

ES-USDA - Extension Service - U.S. Department of Agriculture

CES - Cooperative Extension Service

Intern - One of 70 people selected to participate in the first three years of the NELD internship leadership development program.

Class - The interns were divided into three classes. There were ten people selected for the first group, 29 for the second and 30 for the third class.

1890 - The separate-but-equal land grant universities offering educational programs for predominantly black students.

1862 - The white counterparts to the 1890 institutions. The dates are those when legislation was passed as part of the Morrill Act to establish these separate institutions.

Appendix D

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Appendix F

Intern Application Materials

Selection Criterion for Interns
Personal

1. Diversity according to race/ethnic background, gender and geographical location. The final group of interns selected will reflect diversity and richness of background and experience.

2. Personal characteristics. Applicants should reflect personal characteristics that are important in providing leadership in Cooperative Extension, as evidenced through their nomination and other references.

3. Early career. Applicants should be relatively new to their leadership positions.

Professional

1. Demonstrated leadership potential. Applicants must have some experience in leadership activities as indicated by professional, civic or governmental administrative or management experience as listed on the application.

2. Potential to be a productive participant. Applicants will be considered in terms of their ability and desire to contribute to and benefit from the required activities of the program.

3. Potential to work effectively with people. Applicants must demonstrate their abilities to communicate effectively, to motivate others, to embrace individual differences, and to work with and learn from others.

4. Open minded. Applicants will be considered in terms of openness to differing ideas, views, approaches and conclusions.

5. Commitment to project. Applicants must be fully committed to participate in all the required activities of the program and have the support of their employing institutions.

6. Doctorate degree or equivalent experience is not mandatory, but preferred.

Application Materials

1. Applicants must have submitted a completed application form, including an outline of a possible Innovative Leadership Project, to the selection committee.

2. Three recommendation forms must also be received by the selection committee.

Intern Application Form

1. Name
2. Present Employer
3. Work Address
   City State Zip
4. Primary Position/Title
   Department
5. Work Phone Home phone
   EMAIL FAX
6. Gender Ethnic Origin

7. Higher Education
   Also include any professional and self-directed learning beyond the highest degree received.

   Institution Location Dates Major Degree

   Dissertation Title

8. Previous Professional Employment

   Title Dates Employer Name & Address

9. Administrative or Management Experience

   Description of Responsibilities Location Dates

10 Offices and Elective or Appointive Positions
   List any offices or positions held in the past five years, including professional, civic, community, school, governmental, etc.

   Organization Address Office or Position Dates

11. Honors, Awards or Fellowships Received

    Nature and Title Date(s)

12. What are your professional goals for the next ten years ? (100 words or less)

13. What are your personal goals for the next ten years? (100 words or less)

14. Indicate business and pleasure reading in the last six months (newspapers, journals, books, other).

15. What does leadership mean to you and why are you seeking acceptance into the National Extension Leadership Development Program? (300 words or less)

16. If selected to participate in the program, I will most likely select:

a) A full-time, 6-month internship
b) A half-time, 1-year internship
c) A quarter-time, 2 year internship

17. If selected to participate in the program, I agree to participate in all of the following required activities:

a) Personal Leadership Seminar
b) Organizational Development Seminar
c) Diversity Leadership Seminar
d) International Leadership Seminar
e) Serve as resource person for regional programming
f) Educate others in your institution and beyond about the NELD Program.
g) Develop a learning plan and implement independent learning activities.
h) Compete and present a Leadership Innovation Project, working with an advisor.

Signature Date

18 An important focus of the National Extension Leadership Development Program includes the planning and implementation of a Leadership Innovation Project. The purpose of this activity is to help develop your leadership and administrative skills, increase political understanding, explore your personal and professional philosophy and deepen you social perceptions in areas such as cultural diversity or global awareness. Please outline a possible Leadership Innovation Project you would be interested in and how you envision with an advisor on this project.

Signature of Extension Director/Administrator or Administrative Supervisor

Candidate Recommendation Form

To the Candidate: Please give this form to three people familiar with your capabilities and potential to play a leadership role in Cooperative Extension in the coming years. One recommendation must come from your immediate supervisor. The recommendation is to be mailed directly to the National Coordinator's office by the person completing it.

To the Recommender: The individual forwarding this recommendation form is applying for the National Extension Leadership Development (NELD) Program. The program is designed to provide professionals in the early years of their careers with an opportunity to develop their leadership potential by involving them in a variety of activities. It would be helpful in our selection process if you would provide your assessment of this applicant using this form.

Name/address of recommender:

Candidate name
Institution
Length of time of relationship with candidate
In what capacity do you know candidate?

Please respond to the following:	Exceptional	Average	Better than Average	Not able to Determine
1. Potential to provide leadership.				
2. Communication skills, oral/written.				
3. Knowledge of chosen profession.				
4. Openness to ideas and ways of thinking outside of current profession.				
5. Ability with interdisciplinary/ interorganizational skills.				
6. Social sensitivity.				
7. Self-confidence.				
8. Ability to relate to others.				

Please use the space below and additional sheets, if necessary, to justify or elaborate on your responses.

Signature of Recommender Date

Evaluation Form for Selection of Interns
(Question number for each area in parentheses)

Candidate's Name

1) Extension Employee Other (15% required) (2)

2) Racial/Ethnic (6)

White (non-Hispanic)	Asian or Pacific Islander
Black or African	Native American or Eskimo
Hispanic	Other

3) Gender (6) Age (?)

4) Geographic Region (3)

5) Education (7)

6) Demonstrated leadership potential (4) (8) (9) (11)

7) Potential to be a productive participant (12) (13) (14)

8) Evidence of ability to work effectively with people (10) (11)

9) Evidence of openness to differing ideas, views, approaches and conclusion (10) (14) (17)

10) Commitment to required activities (16)

Appendix G

Presidents' Conference Planning Committee

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Prairie View, TX 77446-3059
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Executive Education, AT&T
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Appendix H

NELD Presenters
by area of specialization/conference

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Director, Education and Patient Relations
Physicians Plus Medical Group
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Madison, WI 53703

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University Counseling Center
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(616) 968-1611

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G.W.C. Experimental Station
100 Farm Mechanics Building
Tuskegee University
Tuskegee, AL 36083
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and Public Policy
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Schaumburg, IL 60196
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Michigan State University
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Grand Rapids, MI 49503-3123

Trudy Seita
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Volunteerism
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Vienna, WV 26105
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University of Wisconsin-Milwaukee
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Milwaukee, WI 53201
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T'ai Chi Center
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Madison, WI 53703
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Trust Building/Experiential Activities:
Chris Hinrichs
Ventures in Change
4805 Woodburn Drive
Madison, WI 53711
(608) 273-4805

Tom Solyst
PO Box 2525
Madison, WI 53701
(608) 266-4910

Organizational Renewal:
Michael Brazzel
Organization Development Leader
USDA-ES-PDE
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(202) 720-1281

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Director, CES
University of Delaware
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South College Ave
Newark, DE 19717-1303
(302) 451-2504

Wanita Moore
National Civil Rights Museum
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Memphis, TN 38103
(901) 521-9699

Steve Nielsen
Managing Director, Leadership Institute
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Federal Express
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Robert Putnam
Action Design Associates
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(508) 653-4018

Emily A. Souvaine
Souvaine Associates
Organizational Development Consulting
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New York, NY 10128
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National Coalition Building Institute
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Washington, DC 20006
(202) 785-9400

Al Herring
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North Manchester, IN 46962
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G.W.C. Experimental Station
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Tuskegee University
Tuskegee, AL 36083
(205) 727-8131

Jacques Vonthron
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Peder Stenslie
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Appendix I

All NELD Advisors

Name:	Areas of Special Interest
Carol B. Aslanian, Director Office of Adult Learning Svcs. The College Board 45 Columbus Avenue New York, NY 10023-6992 Phone 212-713-8000	Motivation and timing of adult learners Colleges adapting to greater numbers of adults Market study Survey methodology
Ken Bagge Regional Manager for Sales Wall Street Journal Ten Post Office Square, Suite 715 Boston, MA 02109 Phone 617-423-4600 FAX 617-728-9149	Strategic and tactical marketing International marketing, especially Asia Corporate troubleshooting
Judith I. Bailey VP Research and Public Service Suite 201, 5703 Alumni Hall University of Maine Orono, ME 04469-5703 (207) 581-3186 FAX (207) 581-1397	Organizational Development and Strategic Planning Organizational Change Women's Leadership Style
Shirley L. Baugher Dept of Family & Consumer Sciences 123 Home Economics Bldg PO Box 830801 Lincoln, NE 68583 (402) 472-2957 FAX (402) 472-9170	Futuring and visioning Women as leaders "Making Meaning" in leadership
Robert L. Bender Associate Vice President for Academic Affairs 378 Henry Admin. Bldg. 506 South Wright Street University of Illinois Urbana, IL 61801 Phone 217-333-3079	National continuing education in relation to universities Political awareness Planning Organizational structure/change
Edgar Boone Adult and Community College Education North Carolina State University PO Box 7801 Raleigh, NC 27695-7801 Phone: 919-737-3590	Programming Strategic planning Human resource development

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Administration of extension
People and Programs

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Administrative management
Administrative leadership
Political strategies
External relations
Land grant systems of
higher education

Michael Brazzel
Organization Development Leader
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Organization development
Valuing diversity
Strategic management and planning
Futuring

Kenneth R. Cummings
Director
Agri. Research and Technical Svc.
Church and Dwight Co., Inc.
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Princeton, NJ 08540
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Joseph J. Corry
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University administration
Communication links in a
large organization
Futuring
Fostering innovation

Mynoon F. Doro
Manager, Transmission,
International Market, Management
AT&T
3 Hanover Square, 19 G
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Innovative ideas
Problem solving
Sales
Relationship building

William Draves
Executive Director
Learning Resources Network
1550 Hayes Drive
Manhattan, KS 66502
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Marketing adult education
Strategies for teaching adults
Managing a large non-profit organization

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Doe Hentschel, Dean
The University of Connecticut
Extended and Continuing Education
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Storrs, CT 06269-4056
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Retrenchment management
Leadership for change
Staff development
Teaching adults

Joseph F. Kauffman
Professor Emeritus,
Educational Administration
Consultant, Human Resources
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Leadership in higher education
Former college president
Presidential leadership

Dr. Nicki King
Regional Director
DANR Regional Offices
University of California
Davis, CA 95616
Phone: 916-757-8618
FAX: 916-757-8866

Organization and implementation of change strategies
Management for achieving strength through diversity
Understanding leadership in an academic environment

Malcolm S. Knowles
Professor Emeritus
1923 E Joyce St #231
Fayetteville, AR 72703
Phone 501-444-8847

Modern principles of adult education
Human resource development
Forecasting the future
Qualitative evaluation
Group dynamics

Alan Knox
Professor, Continuing Education
276 Teacher Education
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Leadership
Strategic planning

Kay Kohl, Executive Director
NUCEA
One Dupont Circle
Washington, DC 20036
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Policymaking at national and international levels
Educational telecommunications
Environmental health and safety education
Workforce education

William Lavery
President Emeritus
Virginia Polytechnic Institute
Blacksburg, VA 24061
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International development
Organizational development
External relations

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Outreach/Continuing Education
University policy/politics

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Adult learning/development
Qualitative research methods

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Developing a vision
Organizational change
Program development

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General administration
Program development

Steve Nielsen Managing Director, Leadership Institute 3035 Directors' Row, Suite 501 Federal Express Memphis, TN 38131 Phone: 901-922-6096 FAX: 901-922-6146	Leadership focused on front-line management and higher management Corporate Culture
Lucinda A. Noble Director Cornell Cooperative Extension 276 Roberts Hall Cornell University Ithaca, NY 14853 (607) 255-2117 FAX (607) 255-0788	Human service studies
Mary L. Pankowski Associate Vice President for Academic Affairs, and Director, Center for Professional Development and Public Service Florida State University Tallahassee, FL 32306-2027 (904) 644-7565 FAX (904) 644-2589	Organizational development Fundraising Effective leadership strategies
William H. Pietsch Director NDSU Extension Service 311 Morrill Hall North Dakota State University Fargo, ND 58105 (701) 237-8944 FAX (701) 237-8378	Relationships with public decision makers University-wide life-long learning system
John W. Robinson Manager, External Relations and Public Policy Motorola, Inc. 1303 E. Algonquin Road Schaumburg, IL 60196 (708) 576-3701 FAX (708) 576-8591	Communication technology International relations
Phillis "Teddi" Safman Division of Continuing Education University of Utah 1210 Annex Bldg. Salt Lake City, Utah 84112 (801) 581-5589	Continuing education administration Strategic Planning Women's Issues Leadership and development within professional organizations Conference development

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Planning
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External relations
Leadership

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Leadership development
Strategic planning
Marketing
Financial management of continuing education programs

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Strategic planning
Organizational renewal

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Outreach programming
External and internal marketing

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Nontraditional secondary postsecondary education
Quality assurance in adult education programs
Assessing and credentialing learning acquired outside the classroom
Administering adult programs (structure, staffing, budgeting, evaluation, etc.)

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Programming in continuing education
Continuing professional education
Liberal arts
Learning in retirement organizations
General administration, particularly of post-degree education

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Politics of adult education
The Washington scene
Academic planning relating to adults in higher education settings

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Strengthening higher education
Academic leadership

Appendix J

List of Seminars, Meetings and Workshops

Intern Seminars:	
Class I	
Personal Leadership	Madison, WI: June 6-10, 1991
Organizational Development	Olive Branch, MS; October 24-30, 1991
Diversity in Leadership	Tuskegee, AL; April 26-May 2, 1992
International Leadership	Belgium/Netherlands; October 5-15, 1992
Class II	
Personal Leadership	Madison, WI; December 6-12, 1991
Organizational Development	Olive Branch, MS; March 5-12, 1992
Diversity in Leadership	Tuskegee, AL; April 26-May 2, 1992
International Leadership	Belgium/Netherlands; October 5-15, 1992
Class III	
Personal Leadership	Madison, WI; December 3-10, 1992
Organizational Development	Mescalero, NM; May 6-13, 1993
Diversity in Leadership	Fort Berthold, ND; June 23-July 1, 1993
International Leadership	Mexico; October 4-14, 1993
Valuing the Physically Challenged	April 26-29, 1993 July 26-29, 1993
Advisors	
Meeting in Olive Branch	October 25-27, 1992
Meeting in Olive Branch	March 4-5, 1992
Meeting in Madison	December 9-10, 1992
NELD National Advisory Committee	
Meeting in Madison	March 12-13, 1991
Meeting in Olive Branch	October 25-27, 1991
Meeting in Olive Branch	March 4-6, 1992
Meeting in Tuskegee	May 1-3, 1992
Meeting in Madison	December 9-11, 1992
Meeting in New Orleans	November 5-6, 1993
Future Directions Subcommittee	
Meeting in Denver	April 2-3, 1992
ECOP Meeting Minneapolis	August 3-6, 1992
Directors'/Administrators' Workshops	
Stowe, VT	June 1-5, 1992
Olive Branch, MS	November 2-6, 1992
Stowe, VT	June 3-7, 1993
Follow-up to Stowe	June 7-9, 1993
Satellite Conference	September 24, 1992: 11-1 pm Central Time
Presidents' Invitational Forum	La Jolla, CA; February 28-March 2, 1993
NELD Assembly	New Orleans; November 8-10, 1993

Appendix K

NELD Bibliography

Readings by Topic

Why A New Approach to Leadership Is Necessary

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Morse, Suzanne W. (Ed.). (Winter, 1991). National Forum: Leadership for the New Millennium. The Phi Kappa Phi Journal, LXXI(1). [Need for a total change in definition of leadership]

Vaill, Peter B. (1989). Managing As A Performing Art, Chapter 1. San Francisco: Jossey-Bass. [Permanent white water in a world of chaotic change]

Next Age Leadership

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Vaill, Peter. "It's all People," Chapter 9.

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Appendix L

Tenets of next age leadership modelled in NELD-in-Wisconsin and described in the NELDstory.

* Seeking both/and rather than either/or.
* Less separation between family and work lives.
* Power shared is power gained.
* Act in uncertainty, then reflect. Action heightens awareness.
* Evaluation as reflective learning. Return control to learner.
* Living diversity and seeking diversity among participants.
* Valuing our diversity, our differences.
* Whole persons integrating mind, body and spirit.
* Contextual grounding: workplace, society, globe.
* Capacity building in world of change.
* Journal keeping as reflective capacity leaders will need.
* Overlapping programs to gain more networking and linkages.
* Power of networks.
* Build teams of people with shared understanding of next age leadership within institutions and regions.
* Don't know what next age leadership will be; only know we will need to think in fundamentally different ways.
* Leadership assessments limited since we don't know capacities needed.
* Problems of today may not be solvable using solutions based on assumptions and ways of knowing central to past.
* Need to honor various kinds of knowing: scientific, intuitive, spiritual, aesthetic, indigenous.
* There are multiple realities.
* Need to be humble enough to listen; to hear diverse voices.
* All are leaders, all followers.
* Use of ad-hoc committees--a fluid structure for change.
* Each piece is integral and inseparable from larger whole.
* Leaders need to understand who we are and why we act as we do.
* We are our histories.
* Groups have beliefs, values, histories that affect their actions.
* Learning is a spiral process of action and reflection.
* Learning from mistakes.
* Holding up mirrors that lead to new awareness.
* Importance of humor.
* Next age leaders are risk takers.
* Next age leaders build trust.
* NELD encourages sharing at deeper levels--emotional and spiritual.
* Encourage open, honest challenge to each other.
* Aesthetics of learning.
* Embrace serendipity.
* Long range planning essential, even in world of change.
* Need to invent and build tools for novel and unforeseen situations.
* Focus on the journey and the destination.